DOCUMENT RESUME

ED 268 222 AA 001 150

Resources in Education (RIE). Volume 21, Number 9.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 268 223 CE 042 624

DOCUMENT RESUME

ED 268 236 CE 043 921

Ellingham, Richard

Needs and Rewards. Supervising: Principles and Practice of Supervision. The Choice Series #11. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-01-5

PUB DATE- 85

NOTE- 71p.; For related documents, see ED 266 310-312 and CE 043 922-948.

AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Behavioral Objectives; *Employee Attitudes; Learning Activities; Management Development; *Needs; Needs Assessment; *Rewards; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training

IDENTIFIERS- Great Britain

This learning unit on needs and rewards is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to understand and list the needs that influence work behavior and devise ways in which a work system can be both productive and rewarding for the work team. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include people at work, human needs, and job performance. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

DOCUMENT RESUME

ED 268 250 CE 043 935

Lane, Steven
Communicating. Supervising: Communication. The Choice Series #60. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-02-3
PUB DATE- 85
NOTE- 52p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Business Communication; Check Lists; *Communication (Thought Transfer); *Communication Skills; *Interpersonal Communication; Learning Activities; Management Development; *Nonverbal Communication; Postsecondary Education; Skill Development; Speech Skills; *Supervisory Training; *Verbal Communication; Writing Skills
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in developing communication skills. Discussed in the first two sections are the nature of communication (communication skills and processes and planning communications) and the skills of communication (writing, speaking, and behavioral skills). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The third part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

DOCUMENT RESUME

ED 268 263 CE 043 948

McCall, Matthew S.
Supervising and the Law. Supervising: Industrial Relations. The Choice Series #88. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-16-3
PUB DATE- 85
NOTE- 76p.; For related documents, see ED 266 310-312 and CE 043 921-947.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Contracts; Dismissal (Personnel); *Employer Employee Relationship; *Employment Practices; *Labor Legislation; *Labor Relations; Laws; Learning Activities; *Legal Responsibility; Management Development; Occupational Safety and Health; Postsecondary Education; *Supervisory Training
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in understanding the legal aspects of supervision. Discussed in the first four sections are the following topics: the nature of the law (criminal and civil law, why people obey the law, and the law and supervisors); health and safety at work (safety in the workplace, ways of encouraging safety, consequences of violating the law, and what the law can expect); employment contracts (spoken and written contracts, rights and obligations, changes in employment contracts, and breach of contract); and dismissal (circumstances for dismissal, dismissal procedures, and constructive dismissals). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

DOCUMENT RESUME

ED 268 276 CE 044 027

Bhatia, S. C., Ed.; Patil, B. R., Ed.
Research in Adult Education. Proceedings of the National Seminar (Hyderabad, India, February 28-March 3, 1982).
Indian Adult Education Association, New Delhi.
PUB DATE- 83
NOTE- 183p.
AVAILABLE FROM- Indian Adult Education Association, 17-B Indraprastha Estate, New Delhi, India 110002 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; *Adult Programs; *Adult Students; Conference Proceedings; Continuing Education; Developing Nations; Educational Needs; *Educational Research; Foreign Countries; Lifelong Learning; Literacy Education; *Motivation; Nonformal Education; Program Evaluation; *Rural Development
IDENTIFIERS- *India

These proceedings contain 17 papers presented at a seminar to identify and evaluate research studies conducted in the past with a view to providing guidance and ready reference for those who wish to conduct research in the future. A summary of recommendations appears first. Issues, researchable questions, and suggestions are made in three areas: identification of profiles, resources, and needs of adult learners; motivation and mobilization techniques in adult education; and linkages of adult education programs with other development programs. These papers are presented: "The Nature and Scope of Research for Adult Education and Development" (V. Eswara Reddy), "Research in Adult Education" (S. C. Bhatia), "Questions in and Reflections on Adult Education Research" (James A. Draper), "Methodological Issues in Adult Education Research in India" (R. Jayagopal), "Profile Development of Target Groups for Adult Education and Action" (B. R. Patil), "Adult Education among the Tribal Communities in India: Problems and Prospects" (G. P. Reddy), "Participation of Rural Workers and Interface with Development Agencies" (Prayag Mehta), "Towards a Typology by Needs of Adult Learners" (Asha Dixit), "Linkages and Participation with Development Agencies" (S. C. Dutta), "Workers' Education in India" (B. R. Virmani), "Training Methodology" (K. S. Pillai), "Linkages with Development Agencies," (C. N. V. Subba Reddy), "Evaluation Search and Research in Adult Education: Some Process Reflections" (T. V. Rao and R. Harihar), "Adult Education in Rural Development: A Study of the Process of Implementation of National Adult Education Programme" (B. C. Muthayya and Hemalatha Prasad), "Modernizing Evaluation in Adult Education" (Bishwa B. Catterjee), "A Comparative Study of the Relative Effectiveness of Four Methods of Teaching Literacy to Adults" (R. Krishna Rao), and "Research in Adult and Continuing Educaton, Non-Formal Education, and Life-Long Education" (D. Subba Rao). Appendixes include abstracts of research in adult education and a bibliography. (YLB)

DOCUMENT RESUME

ED 268 290 CE 044 114

Youshock, Joseph; Gilgannon, Nancy, Ed.

A Vocational/Special Education I.E.P. Planner.

Bloomsburg Univ., PA.; Hazleton Area School District, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 84
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Carpentry; Check Lists; Educational Objectives; *Evaluation Criteria; Food Service; Horticulture; *Individualized Education Programs; *Minimum Competencies; Plumbing; Records (Forms); Secondary Education; Sewing Instruction; *Special Education; Student Evaluation; *Vocational Education

This booklet is intended to serve as a mechanism whereby special educators and vocational instructors can work cooperatively in developing an Individualized Educational Plan (IEP) for special needs students. The planner identifies appropriate occupational areas (horticulture, apparel assembly, carpentry, food service, and plumbing) and then proceeds to determine the vocational, safety, mathematics, and vocabulary tasks necessary for minimum performance in the occupation. Each section of the planner contains some or all of the following: shop name and subject area; an educational objective; frustration, instructional, and independence levels; and a checklist that cross-references competencies to spaces provided for instructors to record information concerning whether students have attained a given educational objective as well as the student's frustration, instructional, and independence levels in attempting to accomplish the task. (MN)

DOCUMENT RESUME

ED 268 304 CE 044 159

Kerka, Sandra
Interactive Video in Vocational Education. Overview. ERIC Digest No. 51.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Case Studies; Classroom Techniques; *Computer Assisted Instruction; *Individualized Instruction; Instructional Materials; *Interactive Video; Machine Tool Operators; Machine Tools; Material Development; Production Techniques; Secondary Education; Training; *Videodisks; *Videotape Recordings; *Vocational Education
IDENTIFIERS- ERIC Digests

Interactive video, a combination of computer-assisted instruction and video technology, is an important new development in instructional media. Because interactive video has its roots in individualized instruction, it is particulary useful in personalizing instruction by allowing students to proceed at their own pace (one of the tenets of programmed instruction) and to receive immediate feedback (an advantage made possible by the advent of computer-assisted instruction). Two main types of video technology are available: videotapes and videodiscs. Despite their higher cost, videodiscs overcome many of the drawbacks of videotapes, including slow access time, poor freeze-frame characteristics, and costly maintenance. Because video technology is fairly new, few programs are available. For this reason, teachers and trainers desiring to develop interactive video instructional materials will require training in the five-step process of instructional systems design (ISD): analysis, design, development, implementation, and evaluation. A research project conducted at the Ontario Institute for Studies in Education

illustrated the successful use of ISD in developing interactive video materials to train machine lathe operators. Other examples of interactive video in training include those produced and used by General Motors, IBM, and the American Heart Association. (MN)

DOCUMENT RESUME

ED 268 318 CE 044 177

Caffeine. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 9 May 86
NOTE- 10p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; *Computer Assisted Instruction; *Courseware; *Food; *Home Economics; Instructional Material Evaluation; *Nutrition; Programed Tutoring; Secondary Education
IDENTIFIERS- *Caffeine; *Courseware Evaluation

This courseware evaluation rates the "Caffeine" program developed by Lane Community College and sold by the Oregon Department of Education. (The program--not included in this document--is part of a computer-assisted instruction project with nursing applications.) Part A describes "Caffeine" in terms of topics (food and nutrition, allied health) and hardware requirements (Apple II and peripherals), indicates its suitability as a tutorial for 11th-grade to adult instruction, and estimates time for use (20-30 minutes). Availability information includes cost ($5.00), policies, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The strengths of this program are good graphics, concise presentation of information, and excellent reinforcement. Weaknesses include no printout capability, lack of documentation, and too long a list of objectives. Summary ratings in the eight categories include the following: subject matter, technical presentation, student interaction, and program interaction--yes; student evaluation and documentation--somewhat; work behaviors and application programs--not applicable. The program is recommended for individualized instruction in classrooms and informal settings such as doctors' offices. (SK)

DOCUMENT RESUME

ED 268 332 CE 044 212

Mayer, Steven E.
Guidelines for Effective Adult Literacy Programs.
Rainbow Research, Inc., Minneapolis, Minn.
SPONS. AGENCY- B. Dalton Bookseller, Minneapolis, MN.
PUB DATE- 84
NOTE- 63p.; Produced under the auspices of B. Dalton Bookseller, National Literacy Initiative with the collaboration of the Literacy Effectiveness Project.
AVAILABLE FROM- Association for Community Based Education, 1806 Vernon St., NW, Washington, DC 20009; Council of State Directors of Adult Education, 229 State House, Indianapolis, IN 46204; Laubach Literacy Action, 1320 Jamesville, Syracuse, NY 13210; Literacy Volunteers of America, 404 Oak St., Syracuse, NY 13203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Adult Basic Education; Adult Learning; *Adult Literacy; *Adult Reading Programs; Budgeting; Community Involvement; Community Programs; Delivery Systems; Financial Support; Guidelines; Legal Responsibility; *Literacy Education; Needs Assessment; Personnel Evaluation; Personnel Needs; Program Administration; *Program Development; Program Evaluation; Recordkeeping; Recruitment; Staff Development; Staff Utilization; Student Evaluation; Student Participation; *Volunteers

This guide is intended to assist individuals involved in the development, administration, and delivery of volunteer-based community adult literacy programs. Addressed in the individual sections of the guide are the following topics: community (community assessment, learner population, program purposes, public awareness, and partnerships and networking); adult learners (recruitment, initial interviews and assessment, use of assessment data, and linking adult learners to additional resources); staff resources (determination of staffing needs, staff recruitment, staff development and evaluation); instruction and support (instructional strategies and materials, adult learner support, and quality assurance); governance (accountability, legal issues, planning, and role of adult learners and staff); management (staff, financial, office, and records management and reporting); and evaluation (program and student evaluation). Appendixes to the guide contain checklists providing guidelines for collection and maintaining descriptive and performance data as well as a list of resources dealing with adult literacy and literacy programs. (MN)

DOCUMENT RESUME

ED 268 346 CE 044 257

Agricultural Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 768p.; For related documents, see CE 044 254-261.

LANGUAGE- English

EDRS Price - MF04/PC31 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agriculture; Behavioral Objectives; *Competency Based Education; Course Descriptions; Environmental Education; Evaluation Criteria; Forestry; High Schools; *Natural Resources; *Ornamental Horticulture; Program Descriptions; Secondary Education; Student Evaluation; Vocational Education

IDENTIFIERS- Gardening

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of agricultural education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For agricultural education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: agricultural machinery/equipment/structures I-III, agricultural production I-III, forestry I-III, homestead and gardening skills, introduction to agriculture/natural resources, natural resources and environmental protection I-III, and ornamental horticulture I-III. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

DOCUMENT RESUME

ED 268 360   CE 044 280

Thomas, Dale F.
Fees for Services: Principles and Practices among State Vocational Rehabilitation Agencies and Facilities. Research Report.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 86
NOTE- 100p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blindness; Comparative Analysis; *Fees; *Financial Policy; National Surveys; *Private Agencies; *Public Agencies; Services; *State Agencies; *Vocational Rehabilitation

A study examined current practices in purchasing nonmedical, vocational rehabilitation (VR) services from public and private VR facilities. Questionnaires were mailed to the 83 State VR agencies. The majority of the 57 respondents used the individual authorization without a contract or written agreement as a primary method of obtaining facility-based services. Most of these agencies offered no assurance with this type of method. Most State agencies indicated satisfaction with the type of service arrangements being used. The most popular method of determining a rate for services involved a facility-specific rate. Purchasing a unit of time was the most popular way of quantifying services purchased. Most agencies allowed facilities to renegotiate costs associated with providing a service to the State agency after the terms of the service arrangement were agreed upon. Half the general agencies felt that a uniform nationwide system to determine costs associated with facility-based services should be established, whereas most of the agencies serving blind clients did not see a need for such a policy. (Appendixes to this report include the survey form, the survey followup letter, additional descriptive statistics, VR case status definitions, State agencies responding to the study, and a table summarizing sources of data for selected survey items.) (MN)

DOCUMENT RESUME

ED 268 373 CE 044 309

Dubravcic, Elizabeth V.; And Others
Evaluating Short-Term Skill Training. Research and Development Series No. 261.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 65p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD261--$6.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adult Programs; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; Federal Programs; Guidelines; Inplant Programs; Job Skills; *Job Training; Models; Planning; Postsecondary Education; *Program Evaluation; Standards; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Short Term Training

This guidebook for vocational planners and evaluators describes the many possibilities in evaluating short-term programs. It is intended for use by educators in postsecondary institutions developing and implementing short-term programs, those providing service under the Job Training Partnership Act, and employers who provide in-house skill training. An introduction provides an overview of the project on which the guidebook is based. Chapter 2 compares short- and long-term training programs in terms of duration, philosophy, organizational context, purpose, clientele, instructional staff, curriculum, and linkage with employers. Chapter 3 reviews evaluation models. Various ways to design an evaluation and evaluation criteria and standards are presented. The chapter also offers an evaluation framework that incorporates evaluative criteria appropriate for short-term programs. Chapter 4 discusses key administrative concerns in planning and implementing evaluation. It presents guidelines for conducting all types of evaluation--evaluability assessment, needs assessment, input evaluation, process evaluation, outcome evaluation, impact evaluation, and cost benefit/cost effectiveness analysis. Chapter 5 presents additional guidelines for selecting an evaluation approach. Two innovative approaches are presented: aggregate program review and peer review. The chapter ends with the postcard model--an abbreviated method of evaluating very short programs. Four pages of references conclude the document. (YLB)

DOCUMENT RESUME

ED 268 386 CE 044 343

Champagne, Audrey
Teaching for Workplace Success. Occasional Paper No. 113.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 29p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC113--$3.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Cognitive Processes; Educational Philosophy; *Education Work Relationship; Learning Strategies; Learning Theories; *Problem Solving; Secondary Education; *Skill Development; Teaching Methods; *Vocational Education

Following some years of eclipse by the basics, imparting thinking ability to students is once again emerging as the primary goal of public education. How to teach thinking skills, is, however, subject to question. For example, not only is the domain of the higher order skills broad and imprecisely specified, there is also considerable naivete in the public's perception of the conditions under which thinking skills are learned. In particular, recent legislative actions are based on unexamined assumptions about the conditions under which these skills are learned. In response to the reform rhetoric, many states have mandated increased science and mathematics requirements for all students for high school graduation. These requirements are based on the belief that reasoning, problem solving, and learning skills are best taught in these courses. However, there are concepts that educators should be aware of; for example, (1) not all students have the ability to attain higher order cognitive skills; (2) mathematics and science are not the only ways for teaching these skills; (3) high school is too late to begin teaching thinking skills; (4) experiences with physical systems play a considerable part in development of basic mental operations; (5) less able students need detailed instruction; and (6) rote performance is inferior to performance with understanding. It is important that educators keep these ideas in mind as they look for ways to teach thinking skills. Vocational education can play an important role in teaching these skills; science and mathematics are not the only way. (Several problem-solving examples are provided in this paper.) (KC)

DOCUMENT RESUME

ED 268 399 CG 018 957

Ingoldsby, Bron B.
A Theory for the Development of Machismo.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Individual Development; *Males; *Parent Child Relationship; Psychological Patterns; *Self Concept; Self Esteem; *Sex Role; Sex Stereotypes; *Socialization; Theories
IDENTIFIERS- *Machismo

With changes in sex role expectations in marriage, family researchers have begun to examine the concept of machismo. Two characteristics dominant in the study of machismo are aggressiveness and hypersexuality. A biological model of machismo asserts that males everywhere tend to be more aggressive than females, a sex difference which appears to have a genetic base. A modern theory of sociobiology offers another explanation for macho behavior. According to this theory, much of animal, and perhaps human, behavior is influenced by the drive for one's genes to reproduce themselves. A generally accepted psychological theory views machismo as an expression of an inferiority complex. Most research on machismo is restricted to the lower classes. Research from Mexico, Puerto Rico, England, and the United States suggests that lower class males suffer from job insecurity and compensate for their feelings of inferiority by exaggerating their masculinity and by subordinating women. Other studies point to distant father-son relationships as one factor leading to feelings of inferiority and to the development of machismo. Women may support machismo by being submissive, dependent, and passive. The combination of feeling inferior and acting superior is machismo, a trait that is repeated generation after generation. If men can be socialized toward male parental investment, the incidence of machismo may decline and the incidences of men feeling self-esteem and women feeling equal to men may rise. (NRB)

DOCUMENT RESUME

ED 268 414 CG 018 973

Harden, Neva N.; And Others

Choosing What's Best for You.

New Mexico Univ., Albuquerque. Coll. of Education.

SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- Sep 82
NOTE- 52p.
GRANT- G008100600
AVAILABLE FROM- Program for Assistance in Equity, Department of Technology and Occupational Education, University of New Mexico, Albuquerque, NM 87131 ($5.50/copy; discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Exploration; *Educational Environment; Interpersonal Relationship; *Self Concept; *Self Evaluation (Individuals); *Sex Bias; *Sex Stereotypes; *Student Development

This document is a manual designed to help the user explore life relationships and choices. The manual is divided into the following sections: (1) Self-Image: How Do I View Myself? (2) Relationships: How Do I View Others? (3) Education: How Do I View My School? and (4) New Futures: How Do I View My World? The sections include checklists, discussion questions, and activities. The manual focuses on sex bias and sex stereotypes. (ABL)

DOCUMENT RESUME

ED 268 429 CG 018 988

Heuser, James Paul
The Problems and Needs of Juvenile Court Wards in Oregon.
Oregon State Dept. of Justice, Salem. Crime Analysis Center.
SPONS. AGENCY- Marion County Family Court, Salem, OR.
PUB DATE- Oct 84
NOTE- 106p.; Prepared under Marion County Agreement Number 3473.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Individual Needs; *Juvenile Courts; *Needs Assessment; *Policy Formation; Problems; *Social Services
IDENTIFIERS- Oregon

This document is an assessment of the service needs of one state's juvenile court wards written by a group of representatives of private and governmental agencies involved in working with children in the juvenile justice system. The group's goals were to generate accurate program and fiscal information about the juvenile justice and juvenile service systems in Oregon and to use this information to guide analyses of state policies and to develop policy recommendations. The document describes research design, sampling design, and census. Results of a needs assessment survey on a representative sample of juvenile court wards are discussed; questions investigated included the following: (1) characteristics of sample court wards; (2) problems in client profiles related to juvenile court status or referral history; (3) the child's past or present danger of abuse, neglect or exploitation; (4) treatment settings needed by the wards; (5) the need to remove a child from his own home; (6) needed services; and (7) other information availability. Suggested areas of future research conclude the report. The survey instruments are appended. (ABL)

DOCUMENT RESUME

ED 268 443 CG 019 002

Smith, Thomas E.
Multi-Dimensional Therapeutic Intervention for Problemed Youth.
PUB DATE- Feb 86
NOTE- 15p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Child Abuse; *Counseling Techniques; Crisis Intervention; Decision Making; Group Counseling; Individual Counseling; *Residential Programs; *Sexual Abuse; *Therapeutic Environment; Victims of Crime; *Youth Programs
IDENTIFIERS- *Behavior Management; *Multidimensional Approach

This report recognizes the problems faced by community-based placement as a result of deinstitutionalization of clients from rehabilitation and treatment centers for youth, and offers an alternative approach for serving these youth. The program described involves specialists in residential placement working with specialists in education/therapy work to provide a meaningful living and learning environment for youth. The Clearwater Youth Center/Fresh Start School at Eagle River, Wisconsin, is depicted as offering an intensive therapeutic milieu living and learning placement for youth who have been sexually abused and/or exploited. The three main components of the program are explained and the three basic goals of the whole placement sequence at Fresh Start are listed. A figure illustrating the eight dimensions of the program of therapeutic intervention at Fresh Start is followed by a discussion of each of the eight dimensions: (1) individual counseling; (2) one-to-one supportive relationships; (3) group counseling; (4) family meetings; (5) crisis intervention counseling; (6) behavior management systems; (7) consensus decision making groups; and (8) outdoor therapy. This multi-dimensional program of therapeutic intervention is advocated as a way of enhancing the growth, development, and adjustment of all youth-in-placement. (NB)

DOCUMENT RESUME

ED 268 458 CG 019 017

Felsman, J. Kirk
Street Children: A Selected Bibliography.
PUB DATE- Dec 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Children; Films; *History; *Homeless People; *Latin Americans; *Literature; *Research

This document contains a bibliography of books, articles, and films which deal with the phenomenon of street children. The citations in this bibliography came from a literature search of several sources and from personal contacts with individuals who work with street children. Historical references, drawn primarily from North American and European sources, are included to provide some perspective and context for contemporary fieldworkers and researchers. This bibliography is intended as an experience-sharing resource for individuals who are working on behalf of street children and also as a resource for clinicians and academic researchers who are giving their attention to street children. Because of research conducted in Latin America, the bibliography contains references in both English and Spanish. A few references are included on street children in Asia. English language citations include 58 historical, 81 contemporary, and 7 literary references. Spanish and other language citations include 29 contemporary references and 1 literary reference. The bibliography concludes with a list of 11 references to films. (NB)

DOCUMENT RESUME

ED 268 472 CG 019 031

Zimmer, Marc A.

Anorexia and Bulimia: An Inventory of Public Awareness and Popular Questions.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; Eating Habits; Emotional Disturbances; *Health Materials; High Risk Persons; *Information Needs; *Needs Assessment; *Public Opinion; *Resource Materials

Prevention and early intervention in cases of anorexia and bulimia require that both professionals and the general public have knowledge about these eating disorders. A study was conducted to identify the questions about these disorders most often asked by the general public and to develop a guide to answer those questions for individuals of different ages and educational levels. The Eating Disorders Question Inventory, developed to allow respondents to ask questions in 11 categories, was completed by 147 females and 63 males. In general, the respondents were well-educated, professional, either Catholic or Jewish, and very interested in acquiring specific information about the nature, etiology, effects, and prevention of anorexia nervosa and bulimia. The results indicated that respondents repeatedly asked questions about social, psychological, cultural, and economic pressures on families and individuals, and how those pressures might make certain groups or individuals more susceptible to the onset of anorexia, bulimia, or related eating disorders. This study culminated in the development of a guide, based on a set of working definitions of anorexia nervosa and bulimia detailed in the Diagnostic Statistical Manual of Mental Disorders III. A list of the 30 most frequently asked questions from the survey is included. (NB)

DOCUMENT RESUME

ED 268 487 CS 008 379

Karlin, Andrea; Bruneau, Odette

Child Abuse: Helping Children through Bibliotherapy.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (13th, Dallas, TX, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; Behavior Development; *Bibliotherapy; *Child Abuse; *Childrens Literature; Elementary Secondary Education; Identification (Psychology); Mental Health; Psychotherapy; Reader Response; *Reading Material Selection; Self Concept; *Sexual Abuse

Since children who have been abused much of their lives may be unaware that what is happening is unusual, it may be necessary for teachers to take the initiative in educating young children to recognize that abuse is not normal and to talk with someone if and when they realize they are a victim. This education can take place through the use of carefully selected books or bibliotherapy. Through literature, the child can first identify with the character or situation and by doing so can experience the situation vicariously, letting the child experience a catharsis or emotional release. The result of the identification and catharsis is an insight into the problem. Ideally, such an insight transfers to the child's own special set of circumstances. A teacher can help abused children choose appropriate books for their particular problems. Books can thus be one avenue to help children who are suffering from physical, psychological, and or sexual abuse realize that they are not alone, that someone else has experienced and understands their problem. Bibliotherapy may also alert a child to the fact that he or she is being abused and this does not have to be tolerated. (A four-page bibliography of narrative literature for children and adolescents on child abuse is appended.) (HOD)

DOCUMENT RESUME

ED 268 501 CS 008 395

Garcia, Jesus; Sadoski, Mark
The Treatment of Minorities in Nine Recently Published Basal Series.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Basal Reading; Blacks; *Content Analysis; Elementary Education; Ethnic Groups; Hispanic Americans; *Minority Groups; Racial Bias; *Reading Materials; Stereotypes; *Textbook Content; Textbook Evaluation; Textbook Research

A study was conducted to determine how well-balanced and accurately the largest ethnic minority groups are portrayed in major contemporary basal reader series. The amount of ethnic minority content by group and by basal series was investigated, as were the qualitative aspects of that content: the locale of the story, the socioeconomic class represented, the identities of the characters, the time period in which the story took place, and the life situation depicted. Blacks, Hispanics, and Native Americans were selected for study because they represent the three largest ethnic minorities nationwide. A multiethnic category was included to cover the many stories in basal readers that feature characters from more than one ethnic group. The components for grades one through six of nine major basal reader series published between 1979 and 1981 were chosen for examination, and 3,389 stories were reviewed. Results showed that the total percentage of content devoted to ethnic minority groups among the basal reader series was parallel with an industry-wide figure of about 18%. Qualitatively, the results indicated that the readers present a rather unrealistic picture of ethnic minority groups and race relations. However, basal readers in general have improved a great deal over the years in their treatment of ethnic minority groups. (DF)

DOCUMENT RESUME

ED 268 515 CS 008 422

Shanahan, Timothy; Lomax, Richard G.

A Developmental Comparison of Three Theoretical Models of the Reading-Writing Relationship.

PUB DATE- Apr 86

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 2; Grade 5; Integrated Activities; *Models; *Reading Achievement; *Reading Comprehension; *Reading Research; *Reading Writing Relationship; *Writing Research

A study compared and evaluated alternative theoretical models of the relationship of learning to read and learning to write at beginning and advanced levels of reading development. The reading dimensions of the three models included word analysis, vocabulary, and sentence and passage comprehension components. The writing dimensions included spelling, vocabulary, sentence structure, and story organization components. The models differed with respect to the sequential orderings of relationships of the dimensions. The interactive model permitted the use of reading knowledge in writing, as well as the reverse. The other models (reading-to-writing and writing-to-reading) allowed knowledge to move only in a single direction. These models were evaluated on their ability to account for the relationships found in an extensive body of reading and writing data collected from 69 beginning (second grade) and 137 proficient (fifth grade) readers. The findings suggested that the nature of the relationships changed as a result of learning, and that the interactive model fit the data better than the other models at both levels of achievement. (Author/FL)

DOCUMENT RESUME

ED 268 529 CS 209 648

Jeske, Jeffrey M.
Demystifying the Dissertation.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Dissertations; *Graduate Study; Higher Education; Masters Theses; Peer Evaluation; Program Descriptions; *Workshops; *Writing Instruction; Writing Processes
IDENTIFIERS- University of California Los Angeles

Noting that universities seldom provide writing instruction at the dissertation level or, as is too often the case, at any level of graduate education, this paper provides a rationale for dissertation training at the graduate level, and explores the dissertation workshop at a west coast university. The first half of the paper discusses six compelling reasons favoring writing instruction at the dissertation level and refuting the false assumption that graduate students are rhetorically equipped to handle the idiosyncracies of dissertation writing. The resulting clearer thinking during dissertation writing, and long-term improvement in advising are also discussed. The second half of the paper describes the noncredit dissertation workshop offered to the graduate community at the University of California at Los Angeles. The nine three-hour sessions, which combine lecture and practical experience in prose analysis and peer editing, are described as follows: (1) overview (identifying the dissertation writing process and assessing support facilities); (2) research and organization; (3) writing and revising the rough draft; (4) workshop activity (students read and comment on each other's purpose statements using a prepared editing tool); (5) style; (6) workshop activities (students read and comment upon each other's revised drafts, then further revise their own manuscripts); (7) documentation, editing, and publishing; (8) workshop activity (students edit each other's proposals); and (9) final proposal tune-up. The paper concludes with mention of the enthusiastic response to the workshops, and a discussion of two benefits of the program as seen by the instructor. (HTH)

DOCUMENT RESUME

ED 268 544 CS 209 665

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 9p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Behavior Patterns; Classroom Communication; Cognitive Processes; *Communication (Thought Transfer); *Communication Research; Comparative Analysis; Courseware; *Discourse Analysis; *Doctoral Dissertations; Foreign Countries; Humor; Hyperactivity; Models; Oral History; Pragmatics; Recall (Psychology); *Rhetoric; Social Change; Teacher Student Relationship

IDENTIFIERS- Great Britain

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the relational nature of humor, (2) pragmatism and transaction, (3) within-channel redundancy versus between-channel redundancy in instructional material and its association with amount learned, (4) verbal synchrony and the maintenance of rapport between collegiate instructors and their students, (5) a communications model for community renewal by a two-year branch campus in Ohio, (6) the role of communication during the process of social change in Grenada--1979-1983, (7) a study of differences in the communicative patterns of normal and hyperactive children, (8) scholarly communication versus classroom communication: an approach to the research versus teaching question, (9) enhanced conversational recall and reduced conversational interference as a function of cognitive complexity, (10) approaches to communication policy--a comparative study of the British and American examples, (11) oral histories of 10 middle-management women, and (12) communicative features of educational computer software. (HOD)

DOCUMENT RESUME

ED 268 558 CS 209 703

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Labyrinth."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Little Rock Central High School, 14th and Park Sts., Little Rock, AR 72202 (Magazine only--profile not included--$2.35 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Labyrinth," the magazine published by Little Rock Central High School, Little Rock, Arkansas. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The

1984 issue of the magazine is appended. (HTH)

DOCUMENT RESUME

ED 268 571 CS 209 716

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Write of Fire."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 99p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Alameda Senior High School, 1255 South Wadsworth Blvd., Lakewood, CO 80226 (Magazine only--profile not included--$6.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Write of Fire," the magazine published by Alameda High School, Lakewood, Colorado. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The

1984 issue of the magazine is appended. (HTH)

DOCUMENT RESUME

ED 268 585 CS 209 748

Salomone, Ronald E., Ed.
Teaching Shakespeare, II.
Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 85
NOTE- 93p.
AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($7.50 for one year subscription (3 issues); make check payable to SOCTE).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Drama; *English Instruction; Higher Education; *Literature Appreciation; Poetry; Secondary Education; *Teaching Methods
IDENTIFIERS- *Shakespeare (William)

Because of the wide and continuing interest in a previous issue on techniques for teaching works by Shakespeare, this journal issue presents 19 additional articles on a broad range of Shakespeare related topics. Following an introduction, the titles of the articles and their authors are as follows: (1) "Making Changes/Making Sense" (Barbara Hodgdon); (2) "Using the BBC Shakespeare" (Robert G. Johnson); (3) "Shakespeare Anxiety" (Diana Rice); (4) "Teaching Shakespeare to the Undergraduate" (Sister Agnes Fleck); (5) "Teaching Critical Thinking through Shakespeare: 'Triumphs through Tragedies'" (Judy M. Gesch); (6) "An Innovative, Traditional, Successful Shakespeare Course" (Robert Burkhart); (7) "Need a Shakespeare Escape and Renewal? Visit Stratford, Ontario" (Judith Keck); (8) "Interesting the Uninitiated in Renaissance Love Sonnets" (Veena P. Kasbekar); (9) "It Was Greek to Me: Teaching Shakespeare to General Education Students" (Chris Boone-Grubbs); (10) "Methods and Madness: Why and How to Teach Shakespeare" (James E. Davis); (11) "Helping High School Students Examine the Complexities of 'Hamlet' through the Writing Process" (Dawn Holt Anderson and Karolyn Holm Burkett); (12) "Is The Study of 'Macbeth' in the Senior Year a 'Dagger of the Mind'?" (James Christopher

Davis); (13) "The Teaching of Shakespeare: An Introductory Approach" (Patricia Scott); (14) "American Students and English Politics: The Case of Shakespeare's 'Henry IV Part I' (Hassell B. Sledd); (15) "Trying 'Hamlet'--Literally" (Georgianna Clark); (16) "To Sport Would Be As Tedious As To Work" (Sherry Bevins Darrell); (17) "Syllabus to Independence" (Ruth Ann Gerrard); (18) "Focus on Shakespeare: An Interview with Marye Kesslar" (Sharon Patrick); and (19) "Lesson Number One" (April Kotouch). (HTH)

DOCUMENT RESUME

ED 268 599 CS 505 250

Carpenter, Edwin C.
Measuring Speech Communication Skills.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Improvement; *Evaluation Methods; Higher Education; *Interpersonal Competence; *Measurement Techniques; Rating Scales; *Speech Communication; *Speech Skills; *Speech Tests; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- ACT Speaking Skills Assessment; Communication Competency Assessment Instrument

Improving the quality of undergraduate speech communication education depends to a large extent on effectively measuring student achievement in college level communication skills. While formal tests are not as well developed for speaking skills as for other areas of the curriculum, they are available. The two used most frequently are the Communication Competency Assessment Instrument (CCAI) and the Speaking Assessment section of ACT's College Outcome Measures Program. Both of these assessment tools were founded on the premise that impressions of communication competence are based on actual behaviors. The ACT Speaking Skills Assessment consists of three 3-minute speaking assignments, based upon print stimuli material that students usually read in advance to allow preparation time. The speaking assignments are practical in nature and require about 15 minutes to administer. ACT provides the testing institution with rating scales and prescored speaking samples for later training. The CCAI is administered in three sections. The first part involves numerous judgments about students' speaking abilities. Next, the students view a videotaped class lecture, and then they respond to statements about both the videotape and experiences they have had. The CCAI assesses those speech skills that are directly observable in the impressions formed of students by others. Speech performance ratings such as these seem to offer the most effective evaluation of the skills learned in a speech communication class. (HOD)

Dave, R. H., Ed.; And Others
Learning Strategies for Post-Literacy and Continuing Education in Mali, Niger, Senegal, and Upper Volta. UIE Studies on Post-Literacy and Continuing Education 2.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
REPORT NO.- ISBN-92-820-1039-2
PUB DATE- 84
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Adult Basic Education; Adult Education; Comparative Analysis; *Continuing Education; Delivery Systems; *Developing Nations; Distance Education; *Economic Development; Educational Benefits; Educational Media; Educational Needs; Educational Planning; *Learning Strategies; Lifelong Learning; Needs Assessment; Nonformal Education; *Outcomes of Education; Postsecondary Education; Program Development; Rural Areas; Rural Education; Teaching Methods
IDENTIFIERS- Mali; Niger; Post Literacy Education; Senegal; Upper Volta

This collection contains four papers discussing the outcomes of an international research project on the concept of lifelong education and its implications for educational reforms and development in developing nations. The following papers are included: "Rural Newspapers and Other Learning Strategies for Post-Literacy and Basic Education in Mali," by Adama Ouane; "The Lifelong Education Centre (FEP) and Other Learning Strategies for Post-Literacy in Niger," by Kane Oumarou; "The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in Senegal," by Frederic Badiane; and "The Development of Learning Strategies for Post-Literacy and Continuing Education of Neo-Literates in Upper Volta," by Paul Taryam Ilboudo. (MN)

ED 268 291 CE 044 120

Rosenfeld, Vila M.; And Others
Grab a Byte. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 27 Mar 86
NOTE- 10p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Courseware; Educational Games; *Food; *Home Economics; Instructional Material Evaluation; *Nutrition; Secondary Education
IDENTIFIERS- *Courseware Evaluation; *Nutrients

This courseware evaluation rates the "Grab a Byte" program developed by the National Dairy Council. (The program--not included in this document--is divided into three sections: Grab-a-Grape uses a quiz-show format to examine students' knowledge of food groups; Nutrition Sleuth reinforces students' nutrient knowledge; and Have-a-Byte analyzes meals in terms of students' nutrient needs.) Part A describes "Grab a Byte" in terms of subjects (food and nutrition) and hardware requirements (Apple II and peripherals), indicates its suitability for 7th-10th grade individual or small group instruction, and lists accompanying materials (instructor and user guides, food list) and time estimate (25-40 minutes). Availability information includes cost ($30.00) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The strengths of this program are its interesting, easy-to-follow game format and topic. A weakness is that answers are provided too readily in the Nutrition Sleuth section. Summary ratings in the eight categories include the following: subject matter, technical presentation, student interaction, and program interaction--yes; documentation--somewhat; and student evaluation, work behaviors and application programs--not applicable. The final rating highly recommends this courseware as a fun way to learn sound nutrition information. (SK)

ED 268 415 CG 018 974

Harden, Neva N.; And Others
Frustration Is....A Handbook fo Managing Conflict in the Classroom.
New Mexico Univ., Albuquerque. Coll. of Education.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- Mar 84

NOTE- 44p.
GRANT- G008302119
AVAILABLE FROM- Program of Assistance in Equity, Department of Technology and Occupational Education, University of New Mexico, NM 87131 ($5.50/copy; quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Strategies; *Classroom Environment; *Classroom Techniques; Conflict; *Conflict Resolution; Coping; Elementary Secondary Education; Prevention; *Teacher Morale; *Teacher Role

This manual presents an operational approach for teachers for dealing with classroom conflict. The first section discusses the dynamics of conflict including factors responsible for conflict such as differing value systems, individuals in conflict with authority, peer group disagreement, and turnover of students. The second section discusses managing classroom conflict and includes the topics of prevention, discipline, and mediation. The third section discusses activities for coping with conflict. A bibliography is included. (ABL)

ED 268 430 CG 018 989

Heuser, James Paul

Juveniles Arrested for Serious Felony Crimes in Oregon and "Remanded" to Adult Criminal Courts: A Statistical Study.

Oregon State Dept. of Justice, Salem. Crime Analysis Center.
SPONS. AGENCY- Department of Justice, Washington, D.C. Bureau of Justice Statistics.
PUB DATE- Mar 85
NOTE- 76p.
GRANT- 83-BJ-CX-K420
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Courts; Crime; *Criminals; *Delinquency; *Sentencing; Statistical Analysis; Youth Problems
IDENTIFIERS- *Felony Cases; Oregon

This document concerns the problem of juveniles arrested for or accused of serious criminal acts who are referred out of the juvenile justice system and into the adult criminal court system. The first section discusses the identification of the juvenile remand cases including their arrests, proportion of males, ethnic background, ages, and subsequent arrests. The second section discusses arrest dispositions and sentences and includes a comparison of juvenile and adult arrest outcomes, arrest disposition varying by type of charge or offense, probabilities of various sentences or penalties, and incarceration as part of the sentencing outcome. The last section discusses the research analysis of the identified juvenile remand cases including juveniles' place of residence, juvenile court involvement, most serious charge in prior juvenile court referrals, consequences of prior referrals, previous commitment to state training schools, factors involved in the decision to remand to adult system, and ages of remanded juveniles at earliest known juvenile court referral. Appendices include data forms and listing of key variables for arrests studied and tracked. (ABL)

Ringuette, Eugene L.

Relationships between Cognition and Affect in Depressed Outpatients.

PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; *Depression (Psychology); *Holidays; *Psychopathology; Relationship

Researchers and theorists have been discussing the relationship between cognition and affect for many years, contemplating whether or not thought is necessary to emotion. A study was undertaken to gain information about the relationship between cognition and affect with reference to psychopathology. To examine the relationship between cognitive distortion and change in depressed mood over time, data were collected from two samples of clinic outpatients. Fifteen outpatients who were being treated without medication for depressed mood were recruited from a community mental health center during the Christmas/New Year's period of 1983-84. Fourteen subjects came from a university clinical center during the Christmas/New Year's holiday of 1984-85. Both samples were administered pre-holiday, holiday, and post-holiday testings of Ellis' Irrational Beliefs, a measure of Beck's Cognitive Distortions, a Depression Scale, and the State Form of the State-Trait Anxiety Scale. No significant differences were found between the two samples on these measures, so they were treated as one sample. The results obtained suggest that no form of causal relationship exists between cognition and affect. The relationships found were similar to those obtained in the measurement of a multi-trait factor, and the hypothesis advanced is that both are aspects of a higher-order phenomenon. (NB)

ED 268 473 CG 019 032

Van Blerkom, Malcolm L.
Mathematical Ability in College Students: A Causal Analysis.
PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; College Students; *Field Dependence Independence; Higher Education; Individual Differences; Intelligence; *Mathematics Education; *Mathematics Skills; Sex Differences; *Sex Role
IDENTIFIERS- *Mathematical Aptitude

Psychologists and educators interested in factors that might influence mathematical ability have examined intelligence, motivation, and attitudes toward mathematics. More recently, sex role and cognitive style have entered the picture. The relationships among intelligence, field dependence, sex role, mathematics background, and mathematical ability were investigated in 66 male and 66 female college students. Subjects completed the Embedded Figures Test, the Bem Sex Role Inventory, and the Slosson Intelligence Test. Subjects were also administered a modified version of a mathematics test measuring ability with basic mathematics facts and word problems, ranging from simple addition and subtraction to first-level algebra. Subjects reported all mathematics and related courses taken since ninth grade. Although the number of mathematics courses previously taken and intelligence were found to be the two best predictors of mathematical ability, other variables were found to have indirect contributions. The results revealed that field dependence and sex role indirectly affected mathematical ability by influencing the number of mathematics courses taken. For both males and females, higher scores on the Bem femininity scale were associated with lower scores on the mathematics test and a fewer number of mathematics courses taken. Field-dependent students tended to have taken fewer elected mathematics courses than did field-independent students. These findings suggest that there are personality variables that lead students to avoid mathematics courses. (Author/NB)

ED 268 237 CE 043 922

Ellingham, Richard
Enriching Work. Supervising: Principles and Practice of Supervision. The Choice Series #12. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-00-7
PUB DATE- 85
NOTE- 76p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Employee Attitudes; *Job Enrichment; *Job Satisfaction; Learning Activities; Management Development; Motivation; *Motivation Techniques; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on enriching work is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to add to the supervisor's knowledge of motivation and enable the supervisor to introduce a job enrichment program into his/her place of work. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include motivation and movement, job satisfaction, and job enrichment. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 251 CE 043 936

Thomas, Diana
Writing Skills. Supervising: Communication. The Choice Series #62. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-17-1
PUB DATE- 85
NOTE- 97p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Business Communication; *Business Correspondence; Check Lists; *Communication Skills; Learning Activities; *Management Development; Postsecondary Education; Skill Development; *Supervisory Training; Technical Writing; Writing (Composition); *Writing Skills
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in developing writing skills. Discussed in the first four sections are the following topics: when to write (writing versus talking, writing as backup, writing for efficiency and to overcome time lags, and passing the message); how to write (making writing simple, clear, and direct; writing honestly; sustaining interest and readability; and sounding human); getting ideas organized; and using checklists for writing letters, memoranda, reports, and minutes of meetings. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 264 CE 043 952

Technology and Structural Unemployment: Reemploying Displaced Adults.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-ITE-250
PUB DATE- Feb 86
NOTE- 448p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; Competition; *Dislocated Workers; *Displaced Homemakers; Educational Technology; *Employment Programs; *Federal Programs; International Trade; Job Training; National Programs; Program Design; *Program Effectiveness; Program Evaluation; Retraining; Structural Unemployment; Technological Advancement; Unemployment

This report concentrates on problems of displaced blue-collar and nonprofessional white-collar workers. Chapter 1 is a summary. Chapter 2 discusses policy issues and options focused on helping people prepare for worklife changes and helping workers to cope if displacement occurs. A definition and description of worker displacement are offered in chapter 3. Chapter 4 provides information on the relationship between displacement and economic growth, job losses, and job creation. National displaced worker programs are described and evaluated in chapter 5. Chapter 6 analyzes some of the more experienced displaced worker projects to illuminate common ingredients of success, issues in project design, and issues of concern to policymakers. Chapter 7 focuses on adult education services most likely to be useful to workers vulnerable to displacement. The potential of instructional technologies in delivering adult education is addressed in some detail. Barriers to adult education are also discussed. Chapters 8 and 9 address two causes of displacement--technological change and international competition. Chapter 10 focuses on causes and effects of displacement on homemakers and programs for displaced homemakers.

(YLB)

ED 268 305 CE 044 160

Miller, Juliet V.
The Family-Career Connection. Overview. ERIC Digest No. 52.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Career Development; Career Education; *Dual Career Family; *Employed Parents; Family Characteristics; *Family Counseling; Family Problems; Family Programs; *Family Relationship; Family Structure; Fathers; Females; Mothers; Parent Role
IDENTIFIERS- ERIC Digests

Recent changes in the family structure and in the work setting are forcing many families to reexamine and redefine the family-career relationship. Until recently, most research on career and family patterns has focused on traditional sex roles. Although competition between career and family roles has caused pain in many families, recent research addressing the nontraditional roles of men and women indicates that most women do derive a sense of personal accomplishment from work and that most fathers who are more actively involved in parenting report that they have a better relationship with their children because of this involvement. Persons in dual-career families need to recognize that planning for career roles and planning for family roles are closely related tasks. Career development programs are needed to help individuals develop career and family goals that are personally satisfying and mutually supportive of other family members. Such programs should focus on increasing awareness of current and future trends affecting the family-career connection, identifying and coping with family and career development stages that carry heavy role demands, addressing barriers to implementing family and career plans, and explaining the personal benefits of combining family and career. (MN)

ED 268 319 CE 044 178

Palladino, Dolores
Vocational Power Letters. Step-by-Step Procedures in Writing a Letter to a Legislator.
Sarasota County Vocational-Technical Center, Sarasota, Fla.
PUB DATE- 85
NOTE- 13p.; For a related document, see CE 044 179.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Vocational Education; Interpersonal Communication; *Legislators; *Letters (Correspondence); Postsecondary Education; Secondary Education; *Vocational Directors; Vocational Education; *Vocational Education Teachers; *Writing (Composition)
IDENTIFIERS- Florida

This packet for vocational educators contains information and materials on writing a letter to a state legislator. A step-by-step procedure is outlined and informative materials that expand upon the various steps are then provided. These materials include a sample Mailgram, a flowchart on how an idea becomes a state law, common sense rules for letter writing. samples of opening paragraphs, samples of closing paragraphs, sources of information on pending legislation, lists of members of the Education Committees of the Florida House of Representatives and Senate, a sample letter that was developed by following the steps outlined in the packet, and a guided letter form. (YLB)

ED 268 333 CE 044 215

Hickey, Delina R.
Collaboration, Cooperation and Coordination--Toward a Definition for Educators and Job Trainers: A Case Study of State JTPA "Eight Percent" Plans.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 74p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Cooperative Planning; Coordination; Educational Administration; Educational Legislation; Educational Planning; Educational Policy; *Federal Legislation; Federal State Relationship; *Financial Support; *Job Training; Models; Policy Formation; Postsecondary Education; *School Business Relationship; *Statewide Planning; Technical Assistance; Vocational Education
IDENTIFIERS- Alaska; Colorado; Florida; *Job Training Partnership Act 1982; New Hampshire; Ohio; Texas; Washington

A study examined the ways in which practitioners in four states were defining the terms coordination/cooperation/collaboration when directing the monies set aside in Job Training Partnership Act (JTPA) funding for use in coordination among educators and job training providers. Case studies of the use of 8 percent set-aside monies were conducted in Colorado, New Hampshire, Ohio, and Texas, and practitioners working with JTPA programs in Alaska, Florida, and Washington were contacted. Attempts at cooperation were being made; however, terminology should be clarified to help practitioners understand what is expected of them. Technical assistance between levels of government is necessary to provide effective policy transmission. When this technical assistance is provided, a delicate balance must be maintained between respect for a state's unique system of problem solving and the general values and goals created by Federal legislation. A circular model representing collaboration, cooperation, and coordination as concentric circles lying progressively closer to the central core of program outcomes was developed during the study. (Appendixes to this report include cross-references in the Carl D. Perkins Vocational Education Act and JTPA, a flowchart illustrating state levels of vocational education administration, sample questions asked during the study, information sources on the JTPA 8 percent set-aside, and five pages of references and suggested readings.) (MN)

ED 268 347 CE 044 258

Trade and Industrial Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 947p.; For related documents, see CE 044 254-261.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Technology; Auto Body Repairers; *Auto Mechanics; Aviation Technology; Behavioral Objectives; Cabinetmaking; Carpentry; *Competency Based Education; Cooperative Education; Cosmetology; Course Descriptions; Drafting; Electricians; Electronics; Evaluation Criteria; Furniture Industry; *Graphic Arts; Industrial Arts; *Machine Tools; Marine Technicians; Masonry; Needle Trades; Oceanography; Plumbing; Program Descriptions; Seafarers; Secondary Education; Sheet Metal Work; Small Engine Mechanics; Student Evaluation; Technical Illustration; Textiles Instruction; *Trade and Industrial Education; Vocational Education; Welding; *Woodworking
IDENTIFIERS- Textile Industry; Upholsterers

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of trade and industrial education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For trade and industrial education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: aerospace, auto body repair, auto mechanics, cabinetmaking, carpentry, cosmetology, diesel mechanics, electrical trades, electronics, furniture, graphics and industrial communications, industrial cooperative training, machine shop, marine occupations, masonry, plumbing, sheet metal, small gasoline engines, tailoring, technical drafting, textiles, upholstery, and welding. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

Shakeshaft, Charol; Trachtman, Roberta
Business as Usual: Exploring Private Sector Participation in American Public Schools.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Business Responsibility; *Educational Cooperation; Education Work Relationship; Elementary Secondary Education; *Employer Attitudes; *Motivation; *Outreach Programs; *Program Effectiveness; *School Business Relationship

Although there is widespread publicity about the involvement of businesses with schools, and as President Reagan as well as authors of reform reports continue to call upon the private sector to help education, it is unclear to what extent such relationships exist and what they are accomplishing. A 10-page, 55-question survey was mailed to the chief executive officers of a sample of 500 corporations on the Forbes 500 list, with a 69 percent return (345 usable responses). The questionnaire was intended to identify what kinds of corporations would be more likely to participate in collaborative efforts with schools, who initiates the collaboration, the kinds of partnerships, the motivations of the corporations to participate, and benefits of the partnership. Analysis of survey responses showed that 73 percent of corporations work with schools, a majority with Adopt-A-School programs. Banks, utility companies, and insurance companies are the most likely corporate participants, although many other industries also participate. Most of the relationships consist of sending speakers, giving tours, and donating equipment. Motivations of the corporations to participate in school affairs include improving student academic achievement, improving career education, providing business role models for students, and promoting a favorable business image in the community. The study also found that having a relationship with schools improves the schools' image in the corporate mind. The study concluded, however, that business participation in schools is minimal, sporadic, and has a small effect on education. (KC)

ED 268 374 CE 044 310

Glover, Robert W.
Apprenticeship Lessons from Abroad. Information Series No. 305.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 66p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN305--$6.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Apprenticeships; Cost Effectiveness; *Developed Nations; Educational Cooperation; Financial Support; Foreign Countries; Industrialization; *International Educational Exchange; Postsecondary Education; Program Administration; *Program Effectiveness; *Program Improvement; Sex Fairness; Vocational Education

This publication reviews available literature regarding apprenticeship in the United States and 17 other industrialized market-economy nations. It notes outstanding practices that may be replicated or transferred to strengthen U.S. apprenticeship. The publication begins by defining apprenticeships and outlining the unique features of U.S. apprenticeship, citing both its strengths and deficiencies. In the remainder of the work attention is given to improvements in seven deficiencies of U.S. apprenticeship: variable quality of training offered, inadequacies in the administration of apprenticeship, inadequate numbers trained, concerns about the cost effectiveness of apprenticeship, inadequate financing for certain apprenticeship programs, limited access to apprenticeships, and unclear role and relationship to other training. Promising practices are detailed that may help remedy the problems identified. Recommendations regarding the transferability of practices are suggested, including broader training, regular curriculum review and updating, development of trade examinations, establishment of a resource center, Federal leadership, adoption of a system of Industrial Training Boards, recruitment of women, promotion of alternant training, and collaboration between vocational education and apprenticeship. The paper calls for communication and dialogue with other industrialized countries on the subject of apprenticeship and industrial training. Nine pages of references conclude the report. (YLB)

ED 268 387   CE 044 344

Adult Literacy Programs: Services, Persons Served, and Volunteers. OERI Bulletin.

Center for Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-2176

PUB DATE- Apr 86

NOTE- 18p.; Tables contain small type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Delivery Systems; Educational Practices; Educational Trends; Enrollment; Instructional Materials; *Literacy Education; National Surveys; Outcomes of Education; Program Content; *Volunteers; *Volunteer Training

A study examined the services provided by and the role and training of volunteers in adult literacy programs in the United States. Data on a national probability sample of approximately 800 adult literacy programs that was collected by the Center for Statistics through its Fast Response Survey System indicated that in spring 1985 adult literacy instruction was provided in an estimated 2,900 adult education programs offered through school districts, community colleges, and adult learning centers, as well as in an estimated 1,300 local adult literacy programs (LALPs), including volunteer groups, community-based organizations, other private literacy organizations, and libraries. About half of the adult education programs and nearly all the LALPs used volunteers. Five types of programs were offered: basic literacy, pre-General Educational Development (GED) examination, GED, oral English-as-a-second language (ESL), and oral and written ESL instruction. Approximately 729,000 persons received instruction during a 1-month period in 1985. Volunteers were used in the following capacities: one-to-one tutoring, teaching small groups, serving as teacher's aides, and teaching classes. Lack of people to volunteer was cited as the main barrier to using volunteers. Ninety-six percent of the programs using volunteers provided training for them, with 86 percent providing an average of 13 hours preservice training for new volunteers. In 80 percent of the programs training was conducted by program staff or other volunteers. Fifty-nine percent of the programs used Laubach Literacy Action materials and 43 percent used in-house materials. Forty percent of the programs surveyed rated their volunteers as excellent, 51 percent as good, 7 percent as fair, and 2 percent as poor. (MN)

Wolfe, David A.; Manion, Ian G.
Service Delivery Modifications in Behavior Therapy Programs for Families At-Risk for Abuse and Neglect.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attrition (Research Studies); *Child Abuse; Child Rearing; *Disadvantaged; Fatherless Family; Foreign Countries; *High Risk Persons; *Mother Attitudes; Mothers; *Parent Child Relationship; *Parent Education; Parenting Skills; Stress Variables
IDENTIFIERS- Canada

Standard procedures for teaching child management skills to parents may be inadequate for disadvantaged populations. The Parent/Child Early Education Program was developed to serve parents at risk of child abuse. Parent and child variables were measured at pretest in 41 families referred to this program. A profile of the families revealed that, in general, these families were single-female-headed households living on welfare support. Parents had an unstimulating, noneducational home environment for childrearing, more negative than positive parent-child interactions, a significant number of problems reported on the Child Abuse Potential Inventory, and a significant number of affective symptoms based on the Beck Depression Inventory. Children were described by their mothers as showing below average levels of adaptive behavior. The most common form of dropouts were no-starts who failed to attend sessions following the pretest assessment period. A discriminant function analysis of pretest data was conducted to determine which factors were the best predictors of finishing treatment. The results suggest that parents who are more likely to follow through with this form of training report more distress at pretest and show a more balanced ratio of positive to negative interaction with their children. In response to these client characteristics, a format for parent training has evolved which is tailored to the compatibility of the therapist, the extent of training/knowledge covered, and the target problems to address. (NRB)

ED 268 444 CG 019 003

Bachman, Jerald G.

From "Youth in Transition" to "Monitoring the Future": A Tale of Two Longitudinal Studies of Youth in the United States.

PUB DATE- 17 Apr 86

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Figures may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Dropout Research; *Drug Use; Followup Studies; High Schools; *High School Seniors; *Longitudinal Studies; *Research Design; Research Methodology; *Trend Analysis; Young Adults

This paper uses a case history approach to present the evolution of two longitudinal studies, Youth in Transition, which involved 8 years of data collection (1966-1974) and Monitoring the Future, for which data collection began in 1975 and continues in the present. The Youth in Transition project is described as a study of the causes and consequences of dropping out of high school. Five key decisions about research design made during the program planning phase are discussed. Expansions of the project over an 8-year period are explained. It is noted that the Youth in Transition study laid the groundwork for the Monitorig the Future project and that the studies share similarities in content and methodology. Eight lessons which were learned from the Youth in Transition study and which affected plans for the Monitoring the Future project are listed. The Monitoring the Future project is described as an attempt to extend many of the trend analyses from the first study. Funding, initial data collection from 16,000 seniors in 125 high schools, and follow-up data collections are briefly presented. It is noted that one important product of this project has been extensive descriptive reporting of drug use levels and trends among high school seniors. A continuation of the collection, analysis, and reporting of these data is recommended, especially since the lengthening span of time makes the analyses richer with each new year of data collection. (NB)

ED 268 488 CS 008 381

Herman, Patricia A.; And Others

Incidental Acquisition of Word Meanings from Expositions That Systematically Vary Text Features. Technical Report No. 364.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 116p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Grade 8; Junior High Schools; *Language Processing; Learning Processes; *Reader Text Relationship; *Reading Comprehension; Reading Instruction; *Reading Research; *Semantics; Theory Practice Relationship; Vocabulary; *Word Recognition

A study investigated how text features influence the amount of vocabulary knowledge students acquired incidentally while reading expositions. Three sets of text features were identified from studies on comprehension: (1) features associated with the macrostructure, (2) features associated with logical and temporal relations in the microstructure, and (3) features associated with explanations of concepts and relations among them. Two natural expositions were revised in three successive, incremental steps, yielding four versions for each exposition. The most difficult words in each exposition were identified. Approximately 300 eighth grade students read one text version and completed a multiple choice test written to be sensitive to small gains in word knowledge. The results indicated that both able and less able readers who read text versions in which key concepts and the relations among them had been explained thoroughly learned significantly more word meanings than did students who read any of the other versions. (Author/FL)

ED 268 502 CS 008 400

Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46, Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 9p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Literacy; Adults; Amish; Annotated Bibliographies; Blacks; *Doctoral Dissertations; Elementary Education; Literacy; Literacy Education; Parent Participation; Reading Aloud to Others; *Reading Research; *Reading Writing Relationship; Sustained Silent Reading; Writing Research
IDENTIFIERS- Freire (Paulo)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) reading and writing as a transaction process; (2) a literacy study among the Amish; (3) readers' representations of writers' aims in expository, persuasive, and ironic discourse; (4) the effectiveness of sustained silent reading and sustained silent writing on reading and writing achievement and reading attitude; (5) a case study of five illiterate black men in a literate society; (6) the effects of reading aloud to third grade students as reflected in their written composition skills; (7) a parents' curriculum for literacy development; (8) literary interpretation as a composing process; (9) reading and rewriting as component processes; (10) effects on content summary production and verbalization of the process for fifth-grade students; (11) Paulo Freire's literacy program and adult basic education in the United States; and (12) reading, writing, and mutual knowledge. (HTH)

ED 268 516 CS 008 424

Kimmins, Elizabeth J.
The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15.
PUB DATE- May 86
NOTE- 34p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Comparative Analysis; Elementary Secondary Education; *Emotional Disturbances; Emotional Problems; *Males; Personality Problems; Reader Response; Reading Attitudes; Reading Habits; *Reading Interests; *Reading Material Selection

A study investigated whether the reading preferences of emotionally disturbed boys were the same as the interests of boys in the general population. Subjects, 25 boys from a private residential treatment center for emotionally disturbed boys, were interviewed individually, completed a reading interest survey, and selected titles of books they would read. Responses were then tallied to determine the boys' favorite and least favorite books. Results suggest that the reading interests of emotionally disturbed boys, ages 11 to 15 are not the same as those identified by boys in the general population. However, some similarities do exist. The category of sports, which is highly rated by all populations of boys, was the number one interest of emotionally disturbed boys. Science was also a popular interest of all boys, while poetry was rated as being of low interest for all boys. Surprisingly, while adventure was a popular interest of both boys and girls in the general population, it scored very low on the survey of emotionally disturbed boys. Among the implications for teachers is that reading will be more appealing to emotionally disturbed boys if they are offered titles that excite and attract them. Tables, figures, and a three-page reference list are included. (DF)

ED 268 530 CS 209 649

Barto, David

Teacher as Actor--Henry David Thoreau--From Room One-Eleven to Walden Pond and Beyond.

PUB DATE- Feb 86

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acting; *Characterization; Dramatics; English Instruction; High Schools; *Literature Appreciation; *Role Playing; *Teaching Methods

IDENTIFIERS- *Thoreau (Henry David)

To help maintain class interest in the important themes addressed in "Walden" and "The Duties of Civil Disobedience," a high school English teacher has presented a dramatic monologue as Henry David Thoreau to his students. After much library research, the teacher used some of the props characteristic of the author, such as a walking stick and a flute, which he played accompanied by a recording of marsh sounds. He typed up lyrics of contemporary songs and introduced the composers as "modern" poets who held Thoreau's beliefs. His first presentation as Thoreau left such an impression on students that they wrote about and discussed it for years afterward. The presentation also had a profound effect on staff members and students' parents as well. The instructor began giving the presentation for other schools, colleges, and community groups in ten different states and in England, as well as for the Thoreau Society during its annual meeting on the anniversary of the author's birth, and each summer at Walden Pond State Reservation in Massachusetts. He has also given presentations as other authors and characters, although none approaches the popularity of Thoreau. Teachers interested in presenting similar "living history" should consider several recommendations: (1) notice any natural talents that can be incorporated into the presentation, (2) be sincerely interested in the character and believe that young people can benefit from his or her wisdom, and (3) research carefully the requisite background, behavior, philosophy, dress, and speech. (HTH)

ED 268 545   CS 209 666

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 17p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Black Dialects; *Communication Research; *Doctoral Dissertations; Elementary Education; Higher Education; Language Acquisition; Language Processing; *Language Research; Language Skills; *Language Usage; Learning Processes; Speech Communication; Test Anxiety

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) object conservation and receptive language in day care center infants; (2) the syntactic incorporation of linguistic units; (3) implicit theories of meaning in rhetorical criticism; (4) phonetic structure of fast speech in American English; (5) the relationship between age, sex, and the language of social regulation; (6) the development of word order in early child speech; (7) the relationship between students' sex-role stereotypes and their interpretation of exclusionary and inclusionary nouns; (8) the relationship between the metaphors used by managers and their effectiveness ratings; (9) segmental and suprasegmental features and lip and jaw articulators; (10) a speech act theory based interpretation model for written texts; (11) the role of language in the rational emotive education approach to test-anxiety reduction for sixth grade students; (12) the relationship between pupils' and teachers' ratings and the language achievement of fifth- and sixth-grade pupils; (13) a comparative study of two approaches for analyzing black discourse; (14) vowel intrinsic fundamental frequency in prosodic context; (15) studies in the relationship between distinctive features and acoustic cues; and (16) a description of the variance between the oral and written language patterns of a group of black community college students. (EL)

ED 268 559 CS 209 704

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Bittersweet."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 149p.; Cover of magazine removed due to poor reproducibility. Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Quaker Valley High School, Beaver Rd., Leetsdale, PA 15056 (Magazine only--profile not included--$5.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Bittersweet," the magazine published by Quaker Valley High School, Leetsdale, Pennsylvania. The introduction describes the literary magazine contest (and the criteria), sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--describes (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by the staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of

the magazine is appended. (HTH)

ED 268 572 CS 209 717

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Flight."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 102p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- St. Edward High School, 13500 Detroit Ave., Cleveland, OH 44107 (Magazine only--profile not included--$3.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Flight," the magazine published by St. Edward High School, Cleveland, Ohio. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discuss (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 586 CS 209 749

Kelly, Patricia P., Ed.; Small, Robert C., Jr., Ed.
Censorship or Selection?
Virginia Association of Teachers of English.
PUB DATE- 86
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Attitude Change; Books; *Censorship; Childrens Literature; Court Litigation; Educational Objectives; Elementary Secondary Education; Literature; *Literature Appreciation; Public Opinion; Publishing Industry; Reader Response; *Reading Material Selection; School Community Relationship; Values Education
IDENTIFIERS- Shakespeare (William)

Representing the views of persons from a variety of fields including parents, educators, authors, librarians, and publishers, the papers in this journal issue explore the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade). Following an introduction by the editors, the article titles and their authors are as follows: (1) "Literature for Youth: Separate but Unequal" (Norma Klein); (2) "Random Notes from a Midnight Censor" (Gayle Greeno); (3) "Much Ado about Textbooks: The Cleansing of the Bard as Seen by a State Board Member" (Margaret Marston); (4) "Censorship: The ******* Solution" (Karla S. Henthorn); (5) "Censorship: Why or Why Not?" (Susan B. McLeskey); (6) "Will the Real Censors Please Stand Up?" (Carolyn Reas); (7) "A Profile in Censorship" (B. G. Raines); (8) "An Encounter with Censorship" (Mary Barnes); (9) "Self-Censorship: A Conservative View" (James D. Black); (10) "Censorship as an Ethical Issue" (Robert C. Hanna); (11) "Restrictions on Novel Could Be Positive" (Brian O'Neill); (12) "Don't Let Your Curriculum Be Hatch-eted" (Paul B. Slayton); (13) "Censorship and the Aim of Education: Some Unanswered Questions" (Onalee McGraw); (14) "Are School Censorship Pressures Increasing?" (Lee Burress); (15) "Sources of Censorship Pressure" (Judith Krug); (16) "Hidden Censorship: Fact or Fiction?" (Janis H. Bruwelheide); (17) "Whose Truth? Bias in Textbooks" (Dan Fleming); (18) "The New Right, Humanism, and 'Dirty Books'" (June Edwards); (19)"Accuracy in Academia: A New Threat to American Universities" (Ruth Cline); (20) "Being Prepared: Writing Rationales for Frequently Challenged Books" (Herb Thompson); (21) "Rationale for 'Bridge to Terabithia'" (Mary M. Brittain); (22) passages from "Areopagitica" (John Milton); (23) "Teaching A Poem" (Joseph Strzepek); (24) "Creating a Character" (Julia Shields); (25) "Reflecting upon Our Mortality" (Beth Schnell); and (26) "The Censor's Dilemma: Learning by Doing" (Dan Walker). (HTH)

ED 268 600 CS 505 252

Jankowski, Gene F.
Television and Teachers: Educating Each Other.
PUB DATE- 12 Apr 86
NOTE- 13p.; Remarks by the president of CBS/Broadcast Group presented before the Annual Convention of the Broadcast Education Association (Dallas, TX, April 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Broadcast Industry; *Commercial Television; *Educational Television; Elementary Secondary Education; Higher Education; Journalism Education; Mass Media; *Teachers; Television; Television Curriculum; Television Research; Television Teachers; Television Viewing
IDENTIFIERS- *Broadcast Education Association; *Columbia Broadcasting System

To eliminate misunderstandings between the worlds of education and broadcasting, it is necessary to recognize five myths: (1) The major force in educating the young is television itself; (2) the sheer amount of time children spend on television is more important than time spent in school; (3) television and education are the same thing; (4) more money is spent on television than is spent on education; and (5) people are forced to watch television. The fact is that television can be educational but is neither a curriculum nor a school. A number of programs have been instituted by the Columbia Broadcasting System (CBS) network to reach out to educators and assist them in using television to support their activities in the classroom, including the CBS Television Reading program and a "Scholar-In-Residence" program with professors in the humanities. In 1985, over 82,000 college students were enrolled in journalism and mass communication courses, an increase of over 10,000 students in those fields in five years. Because of this rapid expansion, educators should ensure that communications course work be not only popular and abundant, but also profound and excellent. Television and education should be complementary, and to achieve this broadcasters and educators need to work together. (DF)

ED 268 277　　　　　　　　　　　　　　　　　　　　CE 044 028

Newton, Greg
Recruitment. Getting Customers for Employment and Training Programs.
Center for Community Futures, Berkeley, CA.
PUB DATE- 86
NOTE- 74p.
AVAILABLE FROM- Center for Community Futures, Publications Dept., P.O. Box 5309, Berkeley, CA 94705 ($44.00, plus $5.00 shipping and handling unless payment is enclosed with order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Employment Programs; *Job Training; *Marketing; Mass Media; *Publicity; Public Relations; *Recruitment

This workbook presents the essential principles of successful marketing and applies the proven strategies used by the private sector to attract customers for their products to the recruitment of clients for employment and training programs. It also provides the tools and how-to's to develop recruitment strategies. Informative materials, lists of guidelines or ideas, checklists, and some completion exercises are provided for the following topics: understanding marketing principles; promotion tactics; brochures, flyers, and posters; direct mail; other media; third-party recruiters; and recruitment tips. A final section describes more publications and seminars offered by the Center for Community Futures. (YLB)

ED 268 416 CG 018 975

Kenkel, Mary Beth
Reactions to Negative Feedback: Reasonable or Resistive.
PUB DATE- Apr 81
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Evaluation; *Feedback; Higher Education; *Interpersonal Communication; Student Attitudes; *Student Motivation
IDENTIFIERS- *Criticism; *Negativism

Interpersonal feedback, telling an individual how others perceive and react to his performance or behavior, is often used in skills training to produce some change in the individual's performance. This study investigated the effects of different types of negative feedback on the subjects' ratings of the accuracy of the feedback and their motivation to change their behavior. Subjects were 48 male and 48 female college students who signed up for an experiment involving counseling skills. Two subjects, unacquainted and of the same sex, played roles of therapist and client in each session. One of three bogus, standardized feedback statements was given to the subjects after the session. Subjects rated the accuracy, desirability, and helpfulness of each item of feedback and the competence of the person giving the feedback. Therapist's and client's ratings of feedback accuracy and effectiveness were found to be similar, contradicting the idea that persons try to enhance their self-esteem. Clients rated feedback about observable behavior as more accurate than feedback about unobservable behavior. Individuals' reactions to negative behavior was influenced by several factors including the observability of behavior and the individual being evaluated. (ABL)

ED 268 224 CE 043 369

Crawford, Glinda B.; And Others
Home Economics Education Computer Research and Exemplary Projects: State of the Art and Supplements.
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
PUB DATE- 85
NOTE- 79p.
AVAILABLE FROM- Bureau of Educational Services and Applied Research, Box 8158, University Station, University of North Dakota, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; *Computers; Courseware; *Demonstration Programs; Educational Research; *Home Economics Education; *Needs Assessment; Postsecondary Education; *Research Projects; Secondary Education; Teacher Attitudes; Teacher Education; Teacher Educators

A study determined computer research and exemplary project needs in home economics education, identified such projects, and analyzed the relationship of research and exemplary project needs to projects identified. The questionnaire instructed respondents to describe their perceptions of research needs and exemplary project needs related to computers in home economics education and to identify and describe computer-related research and exemplary projects completed, underway, or planned in home economics education. The 381 responses (out of a possible 809) included 218 questionnaires and 163 follow-up postcards. Of the 218 respondents, 77% were teacher educators, 15% state supervisors, and 8% "other." The most frequently cited perceived research needs related to the concepts of computers and learning and instructional software. The most frequently perceived exemplary project needs were computers and learning and instructional software. Analysis of research projects described indicated that action research studies were the most common, that the most common research subjects were inservice home economics teachers, and that most projects were comprehensive in content covered. Analysis of exemplary projects described showed that most provided inservice for teachers and dealt with software or courseware applications at the secondary level. In general, the directions of research projects identified were consistent with needs identified by professionals. The exemplary projects described appeared to be progressing toward stated needs for such programs. Appendixes include summary tables and the survey instrument. The attached supplements to this report consist of two lists of respondent names (including institutions and addresses) and two sets of outline descriptions for the research and exemplary projects respectively. (YLB)

Manpower and Educational Requirements for Computer Integrated
Manufacturing Technicians in the Columbus, Indiana Region. Manpower
Report 86-3.
Purdue Univ., Lafayette, Ind. Office of Manpower Studies.
PUB DATE- 30 Apr 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Computer Oriented Programs; Continuing Education; *Educational Needs; Employment Projections; Employment Qualifications; *Labor Needs; *Manufacturing Industry; *Production Technicians; *Technical Education
IDENTIFIERS- *Computer Assisted Manufacturing; Indiana (Columbus)

A labor force study ascertained the current and projected needs for the training of computer-integrated manufacturing (CIM) technicians and provided that information to administrators, faculty, and industrial advisors. Findings were that a decrease in the number of young people (24 years old and younger) was accompanied by a significant increase in the 35- to 49-year-old group. Educational attainments of adults were below state averages. A relatively substantial work force was employed in manufacturing industries, many where application of modern manufacturing methods are pertinent. Projections indicated a 30 percent growth for engineering technicians and technologists. The Indiana Commission for Higher Education favored expansion of needed programs in Southern Indiana and recognized the need for more technicians who can continue their studies to the baccalaureate level. A minimum annual recurring training requirement was calculated to be for 14 graduates as new labor force entrants into all types of manufacturing industries, plus related training needs for at least 15 adults now in the work force. Recommendations were for authorization to grant the CIM technology associate degree, adult continuing education and service courses to meet the CIM technology training needs, organization of an industrial advisory committee, and liaison with local high schools. (YLB)

ED 268 320 CE 044 179

Palladino, Dolores
Writing a Letter to a Legislator: The Vocational Students' Guide.
Sarasota County Vocational-Technical Center, Sarasota, Fla.
PUB DATE- 85
NOTE- 12p.; For a related document, see CE 044 178.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Interpersonal Communication; *Legislators; *Letters (Correspondence); Postsecondary Education; Secondary Education; Secondary School Students; *Vocational Education; *Writing (Composition)
IDENTIFIERS- Florida

This booklet contains steps that will help the vocational student to acquire some letter writing skills quickly, the result of which will be the student's own personal letter to a legislator. Background information discusses the need for State or Federal financial support for vocational education and students' role in informing legislators about their concern for vocational education. A seven-step procedure for writing a letter to a legislator is outlined. Sample materials to aid in producing a letter by following those steps are then provided. These include a model letter, a guided letter form, and samples of opening, middle, and closing paragraphs. (YLB)

ED 268 431 CG 018 990

Manese, Jeanne E.; And Others
Needs and Perceptions of Female and Male International Undergraduate Students. Research Report #10-84.
Maryland Univ., College Park. Counseling Center.

PUB DATE- 84
NOTE- 14p.; For related document, see CG 018 980.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Foreign Students; Higher Education; *Sex Differences; Student Attitudes; *Student Needs; *Undergraduate Students

The number of international students on college campuses is increasing rapidly. It has been projected that as many as one million such students will be attending United States colleges and universities by the turn of the century. Most research on international students has been descriptive, has focused on problem areas, and has studied these students in general. This study explores differences in the needs and perceptions between male and female international undergraduate students. Incoming international undergraduate students (N=96) attending a required fall orientation at the University of Maryland, College Park, completed a questionnaire on their background, perceptions, and needs. Subjects included students from Asia (54%), the Middle East (20%), Europe (10%), Latin America (5%), Africa (4%), and other (6%). To investigate sex differences, 43 items related to perceptions and 25 items related to career and academic needs were analyzed using multivariate analysis. The results revealed that females expected to have a harder time than most students at the university and that they were more easily discouraged than were males. Males were more likely than females to see themselves as leaders and males also viewed themselves as acting more strongly on things they believed in than females. Females expressed a greater need to talk to a counselor for career planning, and indicated greater needs for improving note taking and classroom speaking than males. These results have implications for both program planning and research concerning international students. (ABL)

ED 268 445 CG 019 004

Schneider, Paul A.; And Others
Sex as a Moderator of the Beauty-Good Relationship.
PUB DATE- 83
NOTE- 17p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Interpersonal Communication; *Interpersonal Competence; *Measurement Techniques; *Rating Scales; *Sex Differences; Time
IDENTIFIERS- *Conversation; *Physical Attractiveness

The relationship between physical attractiveness and social competence is complex. A study was undertaken to assess the relationship between ratings of physical attractiveness and ratings of conversational skill. Sixty male and 60 female undergraduates viewed tapes depicting 18 heterosocial interactions. Subjects were asked to rate physical attractiveness, social competency, and their "desire to date" for each member of the opposite sex depicted on the tapes. One group of raters based their ratings on a brief 5-second exposure, while the remaining raters viewed the entire 3-minute interaction before rating attractiveness. The results indicated that for females' ratings of male attractiveness there was a significant stimulus subject by rating condition interaction. Socially competent males were deemed more attrative provided they were seen in action. Males' ratings of female attractiveness were relatively independent of rating condition. Overall, males attributed higher levels of social competence to attractive females than females attributed to attractive males. This sex difference was minimal when behaviorally influenced attractiveness ratings were employed. These findings highlight the importance of considering the sex of the rater and ratee and the manner in which attractiveness ratings are obtained in studying the beauty-good relationship. (Author/NB)

ED 268 460 CG 019 019

Heatherington, Laurie
Validation of a Communication Process Measure for Coding Control in Counseling.
PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Counseling; *Counselor Client Relationship; Individual Power; *Interpersonal Communication; Interpersonal Relationship; Measurement Objectives; *Measurement Techniques; *Observation

The increasingly popular view of the counseling process from an interactional perspective necessitates the development of new measurement instruments which are suitable to the study of the reciprocal interaction between people. The validity of the Relational Communication Coding System, an instrument which operationalizes the constructs of complementarity and symmetry in human communication processes, was directly assessed in a two-factor design. Undergraduates (N=242) who were divided into 10 groups listened to one of five audiotaped interactions. Subjects were told that the persons on the tape were either a husband and wife or a counselor and client. Each interaction was loaded with one type of symmetrical or complementary communication pattern. The effects of pattern, context (marital versus counseling), and their interaction on subjects' perceptions of the relationship control were examined. The results revealed that interactions loaded with certain types of relational control patterns were reliably distinguished by outside observers. The context of the interaction was found to have little effect on how well observers' perceptions of relational control reflected the actual coded communication. These findings generally support the use of the Relational Communication Control Coding System in counseling process research. (NB)

ED 268 474 CG 019 033

Van Blerkom, Malcolm L.
Cognitive Style Correlates of Mathematical Ability among College Students.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Field Dependence Independence; Higher Education; Individual Differences; *Intelligence Quotient; *Mathematics Skills; *Sex Differences; *Sex Role
IDENTIFIERS- *Mathematical Aptitude

The field dependent-independent cognitive style has been noted by researchers to be related to mathematical achievement. Researchers have also noted a relationship between field dependence and measures of intelligence, and between sex and mathematical achievement. A multiple regression framework was used to examine the effects of field dependence, intelligence quotient (IQ), sex, and sex role on several types of mathematical ability for 33 female and 35 male college students. Subjects completed the Harris Test of Lateral Dominance, the Embedded Figures Test, Bem Sex Role Inventory, and the Slosson Intelligence Test. Subjects were also administered a mathematics test measuring ability with basic mathematics facts and word problems, ranging from simple addition and subtraction to first-level algebra. Field dependence was found to correlate significantly with both IQ and some mathematical abilities. Regression analyses revealed that although IQ was the single best predictor of mathematical ability, field dependence and self-reported masculine sex role were also significant predictors. Males and females did not differ in mathematical ability. These findings suggest that biological sex may not be as predictive of mathematical ability as perceived sex role. Based on results of this study, it would appear that classroom practices designed to match mathematics instruction to students' cognitive styles may prove useful. (NB)

ED 268 489 CS 008 382

Meyer, Linda A.; And Others
A Look at Instruction in Kindergarten: Observations of Interactions in Three School Districts. Technical Report No. 383.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 91p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984). Parts of appendices may not reproduce clearly.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Class Activities; Classroom Environment; Classroom Observation Techniques; Comparative Analysis; Interaction; *Kindergarten; Literacy; Primary Education; Program Effectiveness; Reading Ability; *Reading Programs; *Reading Research; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- *Full Day Programs; *Half Day Programs

Kindergarten children in three school districts were observed to measure the variance in their abilities upon entering school as well as the variance in the literacy-related instruction they received. The school districts differed in their early childhood education philosophies, as reflected in their kindergarten programs, their choices of materials, and the ways teachers grouped students. The primary goal of the classroom observation system was to measure the time teachers spent in various activities throughout a typical school day and to record sequentially each teacher-initiated instructional interaction, instructional interaction in terms of to whom it was directed, any feedback teachers gave to student responses, and the praise and corrective statement interactions that teachers initiated to manage their classes. Results showed that teachers of half-day kindergarten programs provided more literacy-related and content area instruction than did teachers of whole-day classes. This suggests that instead of focusing on whether school districts should move to whole-day instead of half-day kindergarten programs, it may be more important to study systematically not only what is actually happening in a variety of programs, but also the long-term effects of various kindergarten programs with an academic focus versus programs that are individualized for teachers and students. (Appendixes include selected pages from the reading materials used.) (HOD)

ED 268 503 CS 008 401

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations

Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 9p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basal Reading; Comparative Analysis; Computer Assisted Instruction; *Doctoral Dissertations; Elementary Education; Inservice Teacher Education; Reading Achievement; *Reading Comprehension; Reading Diagnosis; Reading Difficulties; *Reading Instruction; *Reading Research; Student Attitudes; Student Teachers; Study Skills; Teacher Attitudes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) influences on beliefs about reading and learning to read and instructional behavior of student teachers, (2) teachers' decisions about basal reading lessons, (3) a study of effective verbal skills usage by student teachers, (4) the development and piloting of a teacher observation instrument to be used to improve reading comprehension instruction, (5) diagnostic agreement between learning specialists in diagnosing students with reading difficulties, (6) selected variables associated with the writing ability of beginning teacher education students, (7) effectiveness of a reading comprehension inservice in grades one through four, (8) a descriptive study of microcomputers and reading-- a survey using selected members of the International Reading Association in the state of Maryland, (9) the effects of training experienced teachers in enthusiasm on students' attitudes toward reading, (10) teacher and administrator perceptions of effective teaching of reading/study skills, (11) impact on student achievement of a study skills teacher inservice program, and (12) an observational study of fourth-grade teachers' encouragement of comprehension monitoring strategies among good and poor readers. (HTH)

ED 268 517 CS 008 425

Pressley, Michael; And Others
Mnemonic Versus Nonmnemonic Vocabulary-Learning Strategies: Putting "Depth" to Rest. Report from the Project on Studies in Language:

Reading and Communication. Working Paper No. 312.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 81
NOTE- 44p.
GRANT- OB-NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associative Learning; Comparative Analysis; Higher Education; Language Processing; Learning Strategies; *Mnemonics; *Reading Research; *Recall (Psychology); *Semantics; Teaching Methods; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *Keyword Method (Language Learning)

A study examined the efficacy of the keyword method of vocabulary instruction by comparing it with five methods designed to increase semantic processing of the definitions of the vocabulary words. Subjects in all five experiments were college students. In the first three experiments, recall of the definitions from the vocabulary words was the critical dependent measure, with the keyword method producing greater learning than any of the semantic-based or control conditions. Also, none of the semantic-based conditions facilitated definition recall, relative to a no-strategy control condition. In the fourth and fifth experiments, the keyword method, two semantic strategies, and the no-strategy control procedure were compared with respect to associative- and response-learning components of vocabulary learning. Results indicated the keyword method enhanced vocabulary/definition (associative) learning, but not definition (response) learning per se. In contrast, the semantic conditions tended to increase nonassociative learning of the definitions. The results support the case that the keyword method is a vocabulary-learning procedure superior to the semantic-based strategies advocated by reading theorists. (HOD)

ED 268 238 CE 043 923

Tait, William
Team Leading. Supervising: Principles and Practice of Supervision. The Choice Series #14. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-20-1
PUB DATE- 85
NOTE- 47p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Leaders; Leadership; *Leadership Qualities; *Leadership Styles; *Leadership Training; Learning Activities; Management Development; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training; Teamwork
IDENTIFIERS- Great Britain

This learning unit on team leading is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to develop the supervisor's knowledge of team leading and to enable the supervisor to select a leadership style appropriate to the circumstances. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include team leading at work, team leading as an activity, leadership qualities, and styles of leadership. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 252 CE 043 937

Thomas, Diana
Orders and Instructions. Supervising: Communication. The Choice Series #64. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-08-2
PUB DATE- 85
NOTE- 90p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Business Communication; Check Lists; *Communication Skills; *Employer Employee Relationship; Interpersonal Communication; Learning Activities; *Management Development; Postsecondary Education; Skill Development; *Supervisory Methods; *Supervisory Training; Verbal Communication; Writing (Composition)
IDENTIFIERS- Great Britain; *Instructions

This student guide is intended to assist persons employed as supervisors in giving orders and instructions. Discussed in the first four sections are the following topics: good instructions, ways of asking people to do things, followup after giving instructions, and written instructions. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 265 CE 043 970

Program Guide for Residential Plumbing 8721700 (IN46.052300) and Residential and Commercial Plumbing BCT0580 (IN46.050300).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Audiovisual Aids; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; Occupational Information; *Plumbing; Secondary Education; *State Curriculum Guides; State Legislation; *State Standards; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for Florida secondary schools, postsecondary vocational schools, and community colleges conducting programs in residential and commercial plumbing. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes program content, including occupational descriptions, program standards description, competencies for residential plumbing and residential and commercial plumbing, curriculum frameworks and student performance standards for both types of plumbing, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the plumbing curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 278 CE 044 030

McGettigan, James F.
Influencing Vocational Teachers' Attitudes toward Special Needs/Handicapped Children through Needs-Assessment-Driven Inservice Training.
PUB DATE- Oct 85
NOTE- 28p.; Paper presented at the International Conference of the Division of Career Development (Las Vegas, NV, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Disabilities; Exceptional Persons; *Inservice Teacher Education; *Needs Assessment; Participant Satisfaction; Postsecondary Education; Professional Development; Secondary Education; *Teacher Attitudes; *Vocational Education Teachers

The current professional development needs (identification and remediation) of vocational teachers who teach handicapped children were studied. Data collection and analysis were used to answer three questions regarding (1) positive change in vocational teachers' attitudes toward disabled persons when their needs are assessed and provided for in staff development sessions, (2) clustering of vocational teachers' needs around certain issues, and (3) staff development sessions requested by vocational teachers to prepare them to teach handicapped children. Three relationships were investigated: teacher attitudes and training effects, needs-assessment-driven inservice sessions and teacher satisfaction, and teacher attitudes and training suited to perceived needs. Results indicated that teacher attitudes changed after inservice sessions, but not to a large degree. The average increase was five points on the Attitude toward Disabled Persons Scale. Needs-assessment-driven inservice was satisfying to teachers and perceived training needs were related to teacher attitudes, but again in a less than robust fashion. The priority needs areas of vocational teachers were for more pupil information and pertinent didactic materials and strategies delivered by resource personnel in person and/or delivered through courses, seminars, workshops, or school visitations. (YLB)

ED 268 306 CE 044 161

Coleman, Trudy; And Others
When Money Is Tight. Coping with Crisis.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 35p.; For the other modules in this series, see CE 044 162-165.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Community Resources; Consumer Economics; *Decision Making Skills; Employment Interviews; *Family Financial Resources; Family Problems; Family Relationship; Job Application; *Job Layoff; *Job Search Methods; Learning Activities; Money Management; *Problem Solving; Unemployment
IDENTIFIERS- 310 Project

This instructional packet is one of a series of five modules that emphasize a systematic decision-making model for common problematic situations. The steps of the model are identifying the problem, gathering information, developing and assessing alternatives, implementing a solution, and evaluating and modifying the solution. Aimed at adult basic education (ABE) students, each packet contains the following sections: pretest; objectives; information for the learner, with relevant exercises and worksheets, case studies that students can discuss together; and posttest. In addition, a form for students to evaluate the materials is provided. The packets were designed to be flexible, to stress problem-solving techniques that can be transferred to other situations, and to use community resources. Materials can be used on an individual or group basis, and usually can be used independently with evaluation and reinforcement provided by the teacher. This packet, on coping with a tight money situation, covers problems such as job loss, budgeting, saving money, finding temporary financial help, family relationships, and finding a new job. (KC)

ED 268 334   CE 044 216

Thompson, Joselyn H.
Medical Laboratory Technician--Hematology, Serology, Blood Banking, and Immunohematology (AFSC 90470).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 25 May 84
NOTE- 353p.; Supersedes ED 224 893.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; Correspondence Study; Distance Education; *Laboratory Procedures; *Laboratory Technology; Learning Activities; *Medical Evaluation; Medical Services; *Medical Technologists; Military Personnel; *Military Training; Postsecondary Education
IDENTIFIERS- Air Force; Blood Transfusion; *Hematology; Immunology; Serology

This three-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for medical laboratory technicians. Covered in the individual volumes are hematology (the physiology of blood, complete blood counts and related studies, erythrocyte studies, leukocyte and thrombocyte maturation, and blood coagulation studies); laboratory procedures in blood banking and immunohematology (immunohematology, blood group systems, transfusion and transfusion practices, and the blood donor center); and serology (principles of immunology and serology; agglutination tests; latex-fixation, precipitin, and ASO tests; and serological tests for syphilis). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises and a change supplement are also provided. (MN)

ED 268 348 CE 044 259

Business and Office Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 287p.; For related documents, see CE 044 254-261.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Business Administration; Business Communication; *Business Education; Career Exploration; Careers; *Competency Based Education; Computer Literacy; *Computer Oriented Programs; Course Descriptions; *Data Processing; Entrepreneurship; Evaluation Criteria; Keyboarding (Data Entry); *Office Occupations; Office Occupations Education; Program Descriptions; Recordkeeping; Secondary Education; Secretaries; Shorthand; Student Evaluation; Typewriting; Vocational Education; *Word Processing
IDENTIFIERS- Business Law; *Business Mathematics

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of business and office education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For business and office education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: accounting I-II, computerized accounting occupations I-II, business communications, business data processing occupations I-II, business exploration, business law, business management/ownership, business math, computer applications, introduction to business, introduction to computers, office occupations I-II, recordkeeping, secretarial/word processing occupations I-II, shorthand I-II, and typewriting I/keyboarding and typewriting II. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 362 CE 044 282

Savenye, Wilhelmina C.; And Others
Career Role Models in Two Media: Effects on Student Attitudes towards Non-Traditional Careers.
PUB DATE- Apr 86
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Audiovisual Aids; Career Education; Economically Disadvantaged; Females; Instructional Materials; Junior High Schools; Males; *Nontraditional Occupations; *Outcomes of Education; Program Effectiveness; *Reading Materials; Sex Fairness; Sex Stereotypes; *Slides; *Student Attitudes

This study was conducted to investigate the attitudinal effects of presenting students with career information in two media forms, slide/tape and print. Subjects were 186 ninth-grade students from a junior high school in a lower-middle-class metropolitan area. Interviews with role models working in careers not traditional for their gender were used as a means of presenting the career information in both the slide/tape and print treatment groups. Students in a control group received no career information. All students completed an occupational survey to assess their attitudes about the suitability of eight jobs for both men and women and their own interest in and confidence of success in the jobs. The data were analyzed using three separate multivariate analyses of variance. Students in both the slide/tape and print treatments were significantly more positive about the careers being suitable for both men and women than were students in the control group. Subjects also showed more positive attitudes toward jobs they learned about than jobs they did not learn about. Attitudes of students in the print group did not differ significantly from those in the slide/tape group. Students were significantly more interested in and confident of success in jobs traditionally for their own gender, and neither presentation had a significant effect on interest and confidence. Although both types of presentations produced positive changes in attitudes towards suitability of careers for both men and women, more comprehensive programs appear necessary to increase the probability of changes in interest and confidence of success in nontraditional careers. (Author/KC)

ED 268 388 CE 044 346

Pelzer, Dagmar F.
Comparing Job Placement of Vocationally Trained and Untrained Inmates While Residing at a Community Correctional Center in Florida.
PUB DATE- 30 Dec 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Correctional Education; Correctional Institutions; *Educational Benefits; Educational Research; *Job Placement; Outcomes of Education; Participation; *Prisoners; *Vocational Education

A study determined if there was a significant difference in job placement between inmates who had received vocational training while incarcerated at major institutions and inmates who had participated in no such training. A second purpose was to determine if a significant relationship existed between vocational training and job placement. The population was 94 inmate residents of the Miami North Community Correctional Center. Data were collected by an interview questionnaire. The Chi Square Test was used to test the difference between the two sample populations; the Chi Square Test of Independence was used to test for a relationship between vocational training and job placement in vocational fields. Results showed no significant difference in employment between trained and untrained inmates. Job placement was found to be independent of the vocational training received. These suggestions were made: vocational programs in the correctional system should be evaluated, a study should be initiated to determine if a significant difference in job retention exists between vocationally trained and untrained inmates after release, and a study should be made to determine if there is a significant difference in enrollment and program completion between inmates in the last five years of their sentence and inmates with more than five years to serve. (YLB)

ED 268 401 CG 018 960

Aging Veterans and Health Care Issues. Hearing before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Toms River, NJ).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-535
PUB DATE- 24 Jun 85
NOTE- 135p.; Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); *Delivery Systems; Health Needs; *Health Services; Hearings; *Veterans
IDENTIFIERS- Congress 99th; *Health Care Costs; New Jersey

This document contains the text of a Congressional hearing called to examine the status of aging veterans and health care issues. Opening statements are given by Congressmen Jim Saxton, Thomas J. Tauke, and Christopher H. Smith, and testimonies are presented from 20 witnesses. Members of veterans' associations testifying include representatives from a Veterans' Administration medical center, the New Jersey Veterans' Memorial Home, Disabled American Veterans, and the Veterans' Administration Clinic Task Force. Witnesses from New Jersey include the director of the Home Health Agency Assembly of New Jersey, a representative of the mayor of Hamilton Township, the deputy commissioner of the New Jersey State Department of Health, an administrator with the Garden State Rehabilitation Hospital, the public health coordinator and a public health nurse with the Ocean County Health Department, and a member of the Ocean County Board of Social Services. Other witnesses include a representative of the Health Care Financing Administration, the president of Community Memorial Hospital, a counsel for the American Association of Retired Persons, an aide to Congressman James J. Howard, a senior citizen, and two veterans. Issues examined and discussed include limits on veterans health care benefits, alternatives to institutionalization, reimbursement rates, and health care costs. (NRB)

ED 268 531 CS 209 650

Carter, Ronnie D.
Teaching the Process Approach in Poland.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; Educational Theories; *English (Second Language); Foreign Countries; Higher Education; *Language Styles; *Persuasive Discourse; *Teaching Methods; *Writing Instruction; Writing Processes
IDENTIFIERS- *Poland; *Writing Style

Members of the Polish faculty at the English Institute (Poland) primarily use English as a second language (ESL) techniques to teach writing, with grammar and idiom drills, and little writing beyond the sentence level. An American professor, on the other hand, used a process approach to teach writing by providing specific instructions about locating a suitable topic, generating or inventing information, analyzing the audience's and the writer's roles, organizing the material by mode and aim, writing the text, and carefully revising it. The students in the American professor's class performed better than those taught by the Polish faculty. Despite the process approach, the Polish students' writing was distinctively Slavic in style. Rather than favor the linear discourse that American schools promote, Slavic discourse favors a circumvoluted organization and style, which entails turning, coiling, and folding about a central concept. The types of proofs that Polish students used in persuasive prose relied heavily on definition, comparison and contrast, circumstance, relationship, and historical testimony. Polish students also rejected the scientific method and the entire "thesis" orientation to essay composition. The results of the American professor's class indicate that the process approach to writing instruction can be used successfully with ESL students when they have achieved moderate fluency in the foreign language, and that teachers need not wait until students have achieved near perfect fluency and correctness before requiring greater quantities of second language writing. (HOD)

ED 268 546 CS 209 688

Hawisher, Gail E.
The Effects of Word Processing on the Revision Strategies of College Students.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Comparative Analysis; Computer Assisted Instruction; Content Analysis; Higher Education; *Revision (Written Composition); *Word Processing; Writing Evaluation; Writing Improvement; Writing Instruction; *Writing Processes; *Writing Research

A study explored the effects of word processing on the revision strategies of 20 advanced college freshmen enrolled in a required writing course. Subjects were divided into two groups of 10, each of which alternately wrote a series of four essays on and off the computer. For each essay students submitted three drafts, which were analyzed for revisions. Each student produced two essays with word processing and two with pen and typewriter. In addition to undergoing text analysis, the essays were judged by trained raters using an analytical scale, so that the quality of the essays could be related to the number and kinds of revisions. Results of the analysis of 4,048 between-draft revisions of 80 essays indicated that writing on a computer did not lead to increased revision--at least not for these able students. The finding that there was no positive relationship between extensive revision and the quality ratings, however, suggests that manipulating text for the sake of revision has little value for students or their writing. Nor did the students make different kinds of revisions with a computer than they did with pen and typewriter. The essays produced with pen and typewriter, moreover, received ratings comparable in quality to those produced on the computer. (Author/HTH)

ED 268 560 CS 209 705

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Artisan."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 73p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Raytown South High School, 8211 Sterling, Raytown, MO 64138 (Magazine only--profile not included--$4.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Artisan," the magazine published by Raytown South High School, Raytown, Missouri. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of the magazine is appended. (HTH)

ED 268 573 CS 209 718

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Literary Harvest."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 82p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Ogden High School, 2830 Harrison Blvd., Ogden, UT 84403 (Magazine only--profile not included--$2.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Literary Harvest," the magazine published by Ogden High School, Ogden, Utah. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The May 1984 issue of the magazine is appended. (HTH)

ED 268 601 CS 505 253

Keller, Jo Young
Tensions between Training Career Professionals and Educating Persons for Lifelong Learning.
PUB DATE- 17 Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; Cognitive Ability; *Communication Skills; Comparative Analysis; Critical Thinking; Enrollment Trends; Ethics; Higher Education; Intercultural Communication; *Liberal Arts; Technological Advancement; Vocational Education

Despite the immense pressure to redesign academic programs so that they have more vocational training appeal, members of the postsecondary academic community need to assert that a liberal arts education is the best education for all undergraduates, including communication majors. Despite its lack of direct vocational training, a liberal arts education is the best lifelong career preparation for several reasons. First, liberal arts study provides skills and encourages attitudes that are vital to all careers. With emphasis on speaking, writing, analytical and critical thinking, and awareness and examination of assumptions, liberal arts courses prepare all students for the myriad work situations in which they will eventually find themselves. Second, as we live more in an economic "global village," it is increasingly important to be able to work with understanding and appropriate skills across national and language boundaries. Third, narrow vocational skills become obsolete quickly, but skills in liberal arts, do not become outdated. Fourth, liberal arts study provides students with a broader perspective on problems and decisions, serving them well in their personal and professional lives. Finally, while science and technology are, in a narrow sense, neutral, their application involves profoundly moral issues. Liberal arts study in its best form provides dynamic opportunities for continued examination of difficult ethical questions. (HTH)

ED 268 321 CE 044 183

Shapiro, Sonya

Administering and Implementing Adult Career Counseling Services in Comprehensive Public Adult and Continuing Education Programs in New York State. A Manual for Administrators and Counselors in Managing Adult Career Counseling Services, Coordinating Adult Career Counseling Services with Community Funded Programs and Community Agencies and How To's of Career Counseling Process, Group Sessions and Services.

Port Washington Union Free District, NY.

SPONS. AGENCY- New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.

PUB DATE- Jan 85

NOTE- 225p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Counseling; Adult Education; Adult Programs; Behavioral Objectives; *Career Counseling; *Career Development; *Career Planning; Check Lists; Counseling Objectives; *Counseling Services; *Counseling Techniques; Counselor Qualifications; Counselor Selection; Counselor Training; Employment Interviews; Job Application; Job Search Methods; Learning Activities; Lesson Plans; Postsecondary Education; Program Administration; Program Development; Program Implementation; Records (Forms); Resumes (Personal); Seminars

IDENTIFIERS- 310 Project; *New York

This manual is intended to assist practitioners working in adult career counseling programs in implementing and expanding services. The first section, which is directed toward program administrators, discusses establishing and managing a career counseling service for adults and includes a checklist for administrators. Discussed next are the philosophical perspectives of counseling adults in career transition, characteristics of adults in a career transition, effective individual and group counseling techniques, and group counseling leadership skills. Counselor qualifications, selection, and training and staff development are covered in the third section. The final section, which is devoted to planning and presenting a career seminar, provides a seminar overview, a discussion of seminar procedures and materials, outlines for seven career seminar sessions, and materials for use in individual counseling sessions. Each session outline contains some or all of the following: session goals, one or more learning activities (together with an explanation of the given activity and counselor instructions), a list of materials needed, one or more handouts, and instructional text. An extensive appendix to the manual contains assorted forms, a 22-page book list, assessment instruments, and student handouts for use in the career seminars. (MN)

ED 268 375 CE 044 311

Parnes, Herbert S.
Developing Human Capital. Information Series No. 306.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 55p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN306--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Programs; Compensatory Education; Dislocated Workers; *Education Work Relationship; Elementary Secondary Education; Employment Programs; Federal Aid; Federal Government; Federal Programs; Government Role; Government School Relationship; *Human Capital; *Job Training; *Labor Force Development; Policy Formation; Preschool Education; *Program Effectiveness; *Public Policy

This policy paper explores the nature and significance of human capital development. Its intended audience includes policymakers, students and researchers, and citizens who bear the ultimate responsibility for public policy. An introductory section defines human capital broadly to include all productive capacities acquired at some cost and emphasizes the diversity of the processes that develop such capacities. The remainder of the paper focuses exclusively on educational and training processes that contribute to preparation for work. Section 2 is a descriptive inventory of the extent and nature of such processes. Four major categories of institutions that play a role in these processes are described: formal preschool programs, regular education, adult education and training, and federally financed employment and training programs. Section 3 reports the best available evidence on the effectiveness of four major systems of human capital development: Head Start, public primary and secondary education, federally financed employment and training programs for economically disadvantaged persons, and training for dislocated workers. Section 4 presents recommendations for public policy: increasing human resource flexibility, expanding compensatory preschool education, increasing the Federal role in primary and secondary education, expanding employment and training programs, and attaining efficiency and equity in social policy. Seven pages of references conclude the report. (YLB)

ED 268 417 CG 018 976

Kenkel, Mary Beth
Rural Outreach: Connecting Distant Networks.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Delivery Systems; *Mental Health Programs; *Outreach Programs; Rural Environment; *Rural Population; *Rural Urban Differences

Rural outreach in community mental health centers involves staff commuting from a central agency to surrounding rural towns to provide clinical and/or community service. The problem for outreach staff is how to best provide services to a rural network that is distant and different from the urban network. In general the greater the distance, the fewer the interconnections between the rural community and the city. The amount of overlap between rural and urban networks affects the outreach worker's role. With fewer connections to the city, rural people depend more on the outreach worker's information about and referral to nonlocal services. Rural communities have distinct social networks characterized by close-knit families and homogeneous populations. Rural individuals expect more personal and informal mental health care and rely more on primary care physicians than do urbanites. Outreach workers must adapt to local procedures, evaluate services in light of the rural clientele, and effectively inform clients about local services. (ABL)

ED 268 587 CS 505 092

Sproule, J. Michael

Whose Ethics in the Classroom? On the Politics of Ethics.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
GRANT- F-21734-82; FB-21790-83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; Educational History; Educational Trends; *Ethics; Higher Education; *Intellectual Freedom; Learning Processes; Media Selection; *Politics of Education; Secondary Education; Social Change; Speech Communication; Speech Curriculum; *Textbook Selection

The issue of whose "facts" and whose perspective will control classroom discussions of social questions tends to surface in one of two related ways: (1) in connection with efforts to mandate the content of the instructional matter, and (2) in connection with attacks on teachers whose instructional material contains facts or evaluations offensive to a powerful social group or interest. A historical survey of the political monitoring of those who would give instruction concerning the ethics of social action, with focus on the ethics of communication, indicates a rediscovery after World War I of the importance of the ethical communication practices in democratic politics. The popularity of critical propaganda studies in colleges and universities during the mid-1930s was a short-lived phenomenon, however, and in the increasingly tense political atmosphere of 1939 to 1941, opponents of education who probed social ethics often branded ethical analysis as part of a conspiracy to undermine dominant American institutions. In the 1940s and 1950s, forces opposed to critical social analysis levied charges against educators and textbooks. The place of ethics in present day classrooms is, at best, ambiguous. While the upheavals of the 1960s and 1970s created a renewed acceptance of inquiries into the nature of modern society, the politics of recent years has seen the anti-critical trends continue, although now in the form of pressure from a variety of social groups harboring strong political opinions about what should and should not be taught. (HTH)

ED 268 293 CE 044 124

Gutknecht, Bruce

Developing Successful Learning Experiences for Older Adults.

PUB DATE- 24 Feb 86
NOTE- 9p.; Paper presented at the Conference of the Association of Teacher Educators (Atlanta, GA, February 24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Programs; *Aging (Individuals); *Educational Gerontology; Individual Characteristics; *Older Adults; Program Development; Teaching Methods

The aged are generally identified by such criteria as chronological age, economic condition, physical appearance, psychological behavior, mental conditions, and social roles. While the present population of aged is characterized by lower educational and economic levels, it is anticipated that as the number of aged grows, the educational and economic levels will increase. Most aged today are not poor, are in reasonable health, and live in urban areas. In terms of their mental abilities, researchers have found that crystalized intelligence remains constant, while fluid intelligence declines. One reason contributing toward the negative stereotype of the aged is the fact that most research has been focused on problems encountered by the aged. Education is one of the more positive aspects of aging. Recently, more attention has been given to educational gerontology. The focus of adult education is on problem finding and solving. Life problems found in later adulthood can provide topics that interest older adults and that they will probably seek in learning experiences. Recommended instructional techniques include ample mastery time, material repetition, positive reinforcement, short-term goal setting, and provision for learners with visual or auditory defects. Suggested types of discussion of reading materials are meta-cognitive, strategy, and postreading. (YLB)

ED 268 432 CG 018 991

Pfeifer, Jerilyn K.
Teenage Suicide: What Can the Schools Do? Fastback 234.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PUB DATE- 86
NOTE- 38p.; This fastback was sponsored by the Mid Cities/UTA Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75/copy; quantity discounts).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Coping; *Prevention; *School Role; Secondary Education; *Secondary School Curriculum; *Suicide; Youth Problems

This document is a short summary of teenage suicide issues intended for use by teachers. Possible causes for teenage suicide are discussed, including: (1) chemical abuse; (2) unrealistic view of death; (3) the nuclear threat; (4) societal changes; (5) family changes; (6) lifestyle decisions; (7) academic pressures; and (8) the success code. Warning signs of potential suicide, a stress index for teenagers, and suggested measures for dealing with suicidal teenagers are discussed. Suggestions for a school curriculum which would prepare students to approach life with confidence are presented, including respecting life and people, coping and decision-making skills, and defining success as one's best effort. Resource agencies at national and community levels are listed. References are included. (ABL)

ED 268 446 CG 019 005

Seltzer, Mildred M.
Teaching the Psychology of Aging: A Life-Span Perspective.
PUB DATE- 25 Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); Change; *Developmental Psychology; *Individual Differences; *Teaching Methods
IDENTIFIERS- *Life Span Development

There is a vast body of literature devoted to an examination of life-span development. Several authors have described the characteristics of the life-span approach and have distinguished it from more traditional forms of psychology. Emphasis has been placed on the multidirectional and multidimensional nature of development and change, as well as on the multicausality of behaviors. The life-span approach has been characterized as focusing on basic issues in life-span developmental psychology, such as methodology and research design, cross-cultural and longitudinal studies, age-stage phenomena, and stability and change. In addition, this approach uses age divisions from infancy through late adulthood and emphasizes the developmental areas of physiology, cognition, language, perception, sex roles, and personality. The life-span approach brings a multidisciplinary perspective in its focus on different life stages with emphasis on change and continuity. This approach encapsulates a psychology of aging. When used in teaching a psychology of aging course, the life-span approach permits students to examine the complexities of development, to learn that there are no simple answers to complex questions, and to take responsibility for creating their futures. Such a perspective, while often difficult to communicate in teaching, is appropriate for the intellectually curious and for those able to live with ambiguity and uncertainty. (NB)

ED 268 461 CG 019 020

Fein, Edith; And Others

Setting the Stage for Use of Results by Practitioners and Policymakers.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 86
NOTE- 13p.
GRANT- 90-CW-0721
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; Child Welfare; *Cooperative Planning; Cooperative Programs; *Foster Care; Foster Children; *Policy Formation; *Research Methodology; *Social Workers

Since there has been little research in the area of children in long-term foster care, it is not clear how these children differ from those who successfuly move out of care. A study was undertaken to discover which factors account for the phenomenon of long-term foster care. Four organizations were involved: (1) private social services agency (research group); (2) State Department of Children and Youth Services (study population); (3) a university school of social work (project co-leadership); and (4) the state chapter of a national organization of volunteers (subject interviews). To involve policymakers in this project, the evaluators scheduled meetings with administrators of regional offices to receive their ideas, suggestions, and commitment that findings would be used in their policy decision-making. To involve state social workers in the projects, evaluators met the social workers face-to-face in friendly meetings, made the social workers' role an active rather than a passive one, solicited interview items of personal significance, attempted to instill curiosity about results, stressed previous successful projects completed together, and read a project endorsement statement from the social workers' central office. These efforts resulted in a project in which the workers, on the whole, were cooperative and gave thoughtful responses to the questions. (NB)

McCabe, Sheridan P.
Religion and Aging.

PUB DATE- 25 Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Coping; *Counseling Theories; *Older Adults; *Religion; Self Concept; Social Networks; Social Support Groups

Counseling psychology has neglected elderly adults. Developmental transitions from gainful employment to retirement or from active parenthood to former parenthood can be difficult. For older adults, religion can be a useful means for organizing the self-concept and developing a context of meaning for one's life in an effective way. Religion can contribute a framework for understanding one's life pattern and present situation. Religion entails a set of goals toward which the elderly person can continue to move and from which he or she can derive hope. Religion provides a supportive social network through a sense of shared beliefs which can aid an elderly person in combating isolation and loneliness. The psychological frameworks of Erik Erikson's developmental stages, Ezra Stotland's psychology of hope, and the recent view of integration of cognitive, social, and psychological factors provide an approach to understanding the role of religion for the elderly adult. A research approach investigating the antecedent relation of religion and related variables to patterns of coping in the elderly is needed. (ABL)

ED 268 504 CS 008 402

Flickinger, Gayle Glidden
Language, Literacy, Children's Literature: The Link to Communicative Competency for ESOL Adults.
PUB DATE- Mar 84

NOTE- 11p.; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (12th, Corpus Christi, TX, March 1-3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Programs; Adult Students; Annotated Bibliographies; *Childrens Literature; *English (Second Language); *Reading Materials; Second Language Instruction; *Second Language Learning; Second Language Programs
IDENTIFIERS- Reading Motivation

Developing literacy in adults who speak English as a second language (ESL) means more than rote memorization of letters and sounds, because literacy implies a familiarity with the language and culture sufficient for comfortable interaction and communication of ideas to others. Literacy can be defined as (1) a matter of language, (2) having many human dimensions, (3) developmental, (4) something that is learned, (5) a cultural matter, and (6) a complex matter to communicate abstract ideas. Therefore, it seems that developing literacy through the use of well-written literature would be most appropriate. Good children's literature is particularly suitable for use in ESL classes because the expression of ideas is simpler in language and form than in literature written for adults. Works of literature that might be of use include Judith Viorst's "Alexander and the Terrible, Horrible, No Good Very Bad Day," "When Will I Read?" by Miriam Cohen, "A Letter to Amy" by Ezra Jack Keats, and "Mother Lost Her Job Today" by Judy Dalton. The selections have been chosen because they represent well-written literature and have well-developed characters in accurately described settings to give readers insight into language, customs, and culture. (DF)

ED 268 518 CS 008 427

Lisi, Peter Waterman
The Relationship between Professional Development of Teachers and Student Time-On-Task.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 82
NOTE- 151p.; Doctoral Dissertation from the Program on Student Diversity and School Processes, University of Wisconsin.
GRANT- NIE-G-81-009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Classroom Observation Techniques; Elementary Education; Influences; *Professional Development; *Reading Research; *Teacher Characteristics; Teacher Education; *Teacher Student Relationship; *Teaching Experience; *Time on Task

A study examined (1) whether students whose teachers possess a higher level of professional development exhibit greater time-on-task in reading than students whose teachers exhibit a lower level of professional development, and (2) if any specific aspects of teachers' professional development were related to a significantly greater amount of time-on-task in reading on the part of students. Data describing teachers' professional development were collected from 35 classroom teachers on personal data forms, while time-on-task data were collected by observing 200 individual students in four elementary schools at periodic intervals during the school year. Findings indicated there was no relationship between average student time-on-task in reading and four of the five aspects of teachers' professional development investigated. One variable, possession of a Master's degree, was negatively associated with student time-on-task at a statistically significant level. Finally, a significant negative correlation was found between years of teaching experience and student time-on-task, suggesting that as teachers acquire additional teaching experience their students exhibit a decrease in time-on-task in reading. (Tables of data and a five-page bibliography are included; among the appendixes are the classroom observation form, teacher personal data form, project guidelines, and teacher time allocation form.) (Author/HOD)

ED 268 547 CS 209 689

Rodrigues, Dawn; Rodrigues, Raymond J.
Teaching Writing with a Word Processor, Grades 7-13.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 87p.; TRIP: Theory & Research into Practice.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52414, $4.00 member, $5.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Lesson Plans; Online Searching; Secondary Education; *Teaching Methods; *Theory Practice Relationship; *Word Processing; *Writing Instruction
IDENTIFIERS- Journal Writing

Intended to help composition teachers take advantage of current advances in word processing technology, this booklet demonstrates how teachers can create computer lesson files for students that incorporate findings from research on effective writing instruction and allow students to develop, shape, and revise their own writing at the computer monitor. The first section of the booklet presents a brief review of current knowledge about how writing may best be taught and how the computer can be used to teach it. The second part of the booklet explores some assumptions about teaching writing with word processors, and then provides practical suggestions for selecting software, teaching word processing while teaching writing, developing computer/writing lesson files, journal writing on the computer, collaborative writing, and using the computer to search databases for research papers. The appendix includes sample lesson files. (HTH)

ED 268 225 CE 043 822

Samuelson, Judith A.; Faddis, Constance R.
The Indiana Adult Literacy Initiative Replication Guide.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; *Illiteracy; *Literacy Education; *Program Development; Program Implementation; *State Programs
IDENTIFIERS- Indiana; *Indiana Adult Literacy Coalition; Indiana Adult Literacy Initiative

This replication guide describes the Indiana solution to the adult illiteracy problem--the inception of the Indiana Adult Literacy Initiative and the formation of the Indiana Adult Literacy Coalition. These four strategies promoted by the Initiative for developing and implementing programs are cited: volunteerism, public-private sector partnerships, networking among community members and adult education professionals, and instruction. Discussion follows of the social change strategies that possess demonstrated effectiveness and have contributed to the success of the Initiative. They are (1) obtaining support from the highest authority, (2) building a communication and relationship network, (3) obtaining administrative support and developing an administrative structure, (4) developing a comprehensive plan, and (5) disseminating information about products to potential replicators. Thirteen suggestions--what the Indiana Adult Literacy Coalition believes are its "secrets of success"--are then listed. Appendixes, amounting to over one-half of the guide, include profiles of Coalition exemplary programs, 1984; samples of brochures and news coverage of Coalition activities; the Indiana Adult Literacy Initiative 1985-86 Plan; and bibliography of resources. (YLB)

ED 268 239   CE 043 924

Carlisle, Ysanne
Leading Change. Supervising: Principles and Practice of Supervision. The Choice Series #15. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-47-3
PUB DATE- 85
NOTE- 89p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Change Agents; *Change Strategies; Learning Activities; Management Development; Needs Assessment; *Organizational Change; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on leading change is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to recognize the need for change, adapt to change in the work area, help the workteam adapt to change, and assess the best ways to effect changes. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include the problem of change in organizations, people and the problem of change, bringing change about, and ways of leading. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 253 CE 043 938

Bainbridge, Dennis

Accounting for Money. Supervising: Economic and Financial Aspects. The Choice Series #70. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-18-X

PUB DATE- 85

NOTE- 70p.; For related documents, see ED 266 310-312 and CE 043 921-948.

AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Accounting; Adult Education; Behavioral Objectives; Budgeting; *Business Education; Check Lists; *Economics Education; Learning Activities; *Management Development; *Money Management; Postsecondary Education; *Supervisory Training

IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in accounting for money. Discussed in the first four sections are the following topics: the need for accounts; financial accounting (basics of financial accounting, creditors and debtors, assets and liabilities, and balance sheets); cost and management accounting (company, labor, material, and stock costs); and management accounting and spending plans. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 266 CE 043 971

Program Guide for Brick and Block Laying 8721200 (IN46.011200) and Masonry BCT0400 (IN46.010200).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Audiovisual Aids; *Bricklaying; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; *Masonry; Occupational Information; Secondary Education; *State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in brick and block laying and masonry. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes content of the brick and block laying and masonry program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the brick and block laying and masonry curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 279 CE 044 032

Lamberth, Edwin E.
Determining Perceptions of Vocational Agriculture Teachers toward Supervised Occupational Experience Programs in Tennessee. Research Report Series No. 9.
Tennessee Technological Univ., Cookeville. Coll. of Agriculture and Home Economics.
PUB DATE- Apr 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; Enrollment; High Schools; School Policy; Student Organizations; Student Participation; *Supervised Farm Practice; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Future Farmers of America; Tennessee

A study investigated perceptions of high school vocational agriculture teachers of supervised occupational experience programs (SOEPs) in Tennessee. Specific objectives were to determine school policies related to SOEPs, number of students and types of SOEPs, and perceptions of various aspects of SOEPs. Mailed surveys were completed by 84 of 214 teachers. Findings indicated that the average 1984-85 enrollment for the responding departments was 98 students. SOEPs were required for enrollment in 35 percent of the programs. Major factors that hindered vocational agriculture departments from having SOEPs were: too many students with weak agricultural background or inadequate resources; large student-teacher ratios; and competing school activities. Departments with a high percentage of students in Future Farmers of America (FFA) had a high percentage of FFA members completing SOEPs. Five objectives for SOEP were rated above average in importance: enhance classroom instruction, develop management skills, prepare students for careers in agriculture/agribusiness, provide a link between vocational agriculture and FFA, and build character. Production agriculture was the most common type of SOEP conducted by students. Supervised farming programs and placement on farms were major types of SOEP alternatives teachers rated as most suitable. Teachers felt that the SOEP assistance they provided students was inadequate. (The instrument is appended.) (YLB)

ED 268 307 CE 044 162

Coleman, Trudy; And Others
When a Relationship Seems Rocky. Coping with Crisis.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 26p.; For the other modules in this series, see CE 044 161-165.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Communication Problems; *Communication Skills; Community Resources; Counseling; *Decision Making Skills; Divorce; Family Problems; Family Relationship; Learning Activities; *Marital Instability; *Marital Satisfaction; Marriage; Marriage Counseling; Need Gratification; Problems; *Problem Solving; Self Actualization; Self Evaluation (Individuals)
IDENTIFIERS- 310 Project

This instructional packet is one of a series of five modules that emphasize a systematic decision-making model for common problematic situations. The steps of the model are identifying the problem, gathering information, developing and assessing alternatives, implementing a solution, and evaluating and modifying the solution. Aimed at adult basic education (ABE) students, each packet contains the following sections: pretest; objectives; information for the learner, with relevant exercises and worksheets, case studies that students can discuss together; and posttest. In addition, a form for students to evaluate the materials is provided. The packets were designed to be flexible, to stress problem-solving techniques that can be transferred to other situations, and to use community resources. Materials can be used on an individual or group basis, and usually can be used independently with evaluation and reinforcement provided by the teacher. This packet, on coping with a rocky relationship, covers marriage or relationship problems, goals, communications, divorce, marriage counseling, and self-actualization. (KC)

ED 268 335 CE 044 217

Sobczak, James
Radiology Technician (AFSC 90370).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 20 Apr 84
NOTE- 591p.; Supersedes ED 226 207.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; Correspondence Study; Distance Education; Equipment Utilization; Learning Activities; *Medical Evaluation; Medical Services; Military Personnel; *Military Training; *Nuclear Technology; Postsecondary Education; *Radiologic Technologists; *Radiology
IDENTIFIERS- Air Force

This five-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for radiology technicians. Covered in the individual volumes are radiographic fundamentals (x-ray production; primary beams; exposure devices; film, film holders, and darkrooms; control of film quality; and environmental safety); osteology and positioning (osteology positioning of the extremities, vertebral column, ribs, sternum, skull, facila bones, and paranasal sinuses and positioning of the upper and lower extremities, chest and abdomen, vertebral column, and skull); special techniques (mamography and zeroradiography, obstetrical radiography, ultrasonography, tomography, computer tomography, scanography and arthrography, bedside and surgical radiography, and film duplication and subtraction) special procedures (contrast studies of the digestive, urogenital, respiratory, cardiovascular, lymphatic, nervous, integumentary, and endocrine systems); and general information and radiation therapy (radiation therapy and management of department functions). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises and a change supplement are also provided. (MN)

ED 268 363 CE 044 285

Gold, Gerard G.
Employment-Based Tuition Assistance: Decisions and Checklists for Employers, Educators, and Unions.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86510-004-7
PUB DATE- 85
NOTE- 77p.
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Decision Making; Employer Employee Relationship; Employment Practices; Financial Policy; *Fringe Benefits; Models; Networks; *Personnel Policy; *Policy Formation; Postsecondary Education; Program Development; *Student Financial Aid; Tax Credits; *Tuition Grants; *Unions

This guide is intended to assist employers, educators, and union officials in understanding the rationale behind developing and implementing tuition assistance plans. Examined in the introductory section are the importance of tuition assistance programs in light of contemporary economic and labor market conditions. The first chapter outlines the past, present, and future directions of tuition assistance programs. Described next are the basics of tuition assistance. The third section contains tuition assistance program check lists for use by employers, education institutions, and labor unions. Problems in establishing and implementing tuition assistance programs and suggested solutions are covered next. The fifth section deals with taxes, policies, and tuition assistance. Community tuition assistance networks are the subject of the final section. (Appendixes to this guide include tables presenting industries paying employee educational assistance in 1982 and the percent of companies paying employee educational assistance benefits in selected years, a draft model statement on tuition aid, and a model tuition plan. A list of additional publications on tuition aid is also provided.) (MN)

ED 268 389 CE 044 353

Smith, Billy G.
The Adult Majority: Redefining the 2-Year Institution. Special Publication Series No. 51.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 87p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN51--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Adults; Change; *Educational Change; *Institutional Characteristics; Job Training; Literature Reviews; Postsecondary Education; *Program Development; Retraining; *Two Year Colleges; Vocational Education

Developed for those actively involved with planning the future of two-year postsecondary educational institutions, this publication synthesizes information from the literature with the knowledge and practice in the field regarding the impact of the new adult majority. Chapter I summarizes the issues. Chapter II provides an overview of some of the forces driving institutional change. It discusses external demands for change which center around three key issues--appropriateness, effectiveness, and accountability--as well as internal pressures such as student demands, need to update equipment and faculty, and low student enrollments. Chapter III focuses upon the changing clientele and the changing institutional relationships with the different client groups. Chapter IV evaluates changing institutional goals, governance, structure, and funding. Chapter V provides an analysis of possible changes in the programs and program-related components of the institution. These components are discussed: admissions and assessment, academic module, occupational module, placement, evaluation and outcomes, and auxiliary services. Faculty issues directly affecting institutions are also considered. Chapter VI presents a model and implications for institutional change. Each of six program areas are analyzed by seven program components. Chapter VII summarizes general, client-related, institution-related, and program-related issues and trends. (YLB)

ED 268 402 CG 018 961

Barriers to Health Care for the Mentally Ill. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Oversight on Various Barriers to Health Care for the Chronically Mentally Ill (October 9, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-393

PUB DATE- 86

NOTE- 200p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Community Services; Delivery Systems; *Family Involvement; *Federal Legislation; *Health Needs; Hearings; *Medical Services; *Mental Disorders; State Action

IDENTIFIERS- Congress 99th

This document contains the text of a Senate hearing on barriers to health care for the chronically mentally ill. Senator Orrin Hatch discusses the history of health care for the mentally ill and the changing role of the federal government, and Senator Edward Kennedy summarizes legislation initiated for the chronically mentally ill. The superintendent of the Mental Health Institute in Independence, Iowa, a professor of psychiatry at the University of Wisconsin, and a chronically mentally ill person testify on behalf of the National Mental Health Association. Testimonies are also included from the director of the National Institute of Mental Health; an officer of the National Alliance for the Mentally Ill; the executive director of the Davis County Mental Health Center in Farmington, Utah; and the director of the Institute of Psychiatry and Human Behavior at the University of Maryland. Two witnesses discuss their children's mental illnesses. Prepared statements are included from an executive officer of the American Psychological Association and from the president of the International Association of Psychosocial Rehabilitation. Witnesses discuss their concerns regarding the barriers to care for persons with chronic mental illness and explore the roles of family, community mental health programs, and state and federal governments in providing care. Prepared statements and additional question-and-answer materials are included. (NRB)

ED 268 418 CG 018 977

Schulz, William E.

Structured Group Counseling for Employment Counselors.

PUB DATE- 21 Apr 86
NOTE- 23p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Counseling Techniques; *Counselor Role; Foreign Countries; *Group Counseling; *Job Applicants; *Leadership Styles; Leadership Training
IDENTIFIERS- Canada

Structured, homogeneous group employment counseling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. This type of counseling is appropriate for such groups as high school students or displaced homemakers. The concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group. This situatonal leadership approach is based on the relationship among these factors: (1) the amount of direction (directive behavior) a leader gives; (2) the amount of support and encouragement (supportive behavior) a leader provides; and (3) the competence and commitment (developmental level) that a follower exhibits in performing a specific task. Many counselors have been occupationologists, others have been therapists. Job-seeking people need a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods for gaining employment. (ABL)

ED 268 490 CS 008 383

Small, Donald R.; Chambers, Mary Green
Reading Skills and Courses in High School.
PUB DATE- 25 Oct 85
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Freshmen; *College Preparation; Higher Education; High Schools; *Reading Achievement; *Secondary School Curriculum; Vocabulary Development

Noting the positive relationships between reading skills and academic performance, a study investigated the relationship between the reading skills of 172 freshmen in developmental reading courses and the number of college preparatory courses completed in high school. It was hypothesized that there would be a significantly positive relationship between comprehension and vocabulary scores and the frequency of college preparatory courses completed in high school. High school course credits from transcripts for each subject were categorized into three subject areas: (1) communications and literary arts, (2) business and vocational arts, and (3) science and mathematics. Courses were further classified as core, general, or preparatory, based on state department of education criteria, and a count under classification was recorded for each student. The results did not appear to support the expectation or validate the underlying assumptions. Students with greater reading abilities were overrepresented among those with fewer college preparatory courses to their credit, based on correlational analysis. Since the study did not observe actual performance in courses taken in high school, the relationship between academic performance and reading ability, per se, can be neither confirmed nor rejected. (HTH)

ED 268 532 CS 209 651

Worsham, Antoinette M.; Stockton, Anita J.
A Model for Teaching Thinking Skills: The Inclusion Process. Fastback 236.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-236-4
PUB DATE- 86
NOTE- 43p.; This fastback was sponsored by the North Texas State University/Texas Women's University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Conflict Resolution; Critical Thinking; Decision Making; Elementary Secondary Education; *Logical Thinking; *Problem Solving; *Teaching Methods
IDENTIFIERS- *Thinking Skills

As a consequence of studies indicating that students' ability to think can be improved through direct instruction, this booklet presents one approach to teaching thinking skills within the context of existing curricula--a model described as the "inclusion process." The booklet discusses what thinking skills should be taught and how to decide which skills are appropriate. It then describes four approaches for teaching thinking skills: infusion, a separate course, linkage, and inclusion. Next, the booklet describes using the inclusion process and guidelines for teaching thinking skills using focus and application lessons. The booklet concludes by discussing the universality of the inclusion process, evaluating thinking skills instruction, and advocating a focus on process rather than content. (EL)

ED 268 561 CS 209 706

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Inscriptions."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 63p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Bryant Intermediate School, #40 South Eighth East, Salt Lake City, UT 84102 (Magazine only--profile not included--$1.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Inscriptions," the magazine published by Bryant Intermediate School, Salt Lake City, Utah. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The May 1984 issue of the magazine is appended. (HTH)

ED 268 574   CS 209 719

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "The Thinking Reed."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 49p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Bethlehem High School, 700 Delaware Ave., Delmar, NY 12054 (Magazine only--profile not included--$3.50 including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "The Thinking Reed," the magazine published by Bethlehem Central High School, Delmar, New York. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 602 CS 505 255

A Helpful Guide for Teaching Oral Communication: A Bibliography.
Massachusetts State Dept. of Education, Wellesley. Bureau of Educational Resource.
PUB DATE- 85
NOTE- 5p.; Developed by a Language Arts Task Force. A product of the Resource Bank Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Dialects; *Educational Resources; Elementary Secondary Education; *Instructional Materials; Language Arts; Language Usage; Learning Disabilities; *Oral Language; *Speech Communication; Speech Evaluation; Teaching Methods
IDENTIFIERS- Speech Communication Association

Developed by a special task force of language arts teachers, this bibliography contains samples of some well-recognized sources to aid teachers oral communication. The citations are categorized as follows: (1) books providing a foundation of oral communication instruction, (2) books dealing with practical classroom application, (3) resources for teaching oral communication, (4) books dealing with assessment, (5) books dealing with diagnosis and remediation, (6) books dealing with special populations, (7) journals and organizations dealing with oral communication, and (8) resources published by the Speech Communication Association and resource banks available at the Massachusetts Department of Education Regional Centers. (EL)

ED 268 349 CE 044 260

Health Occupations Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 217p.; For related documents, see CE 044 254-261.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; Biological Sciences; Career Education; *Competency Based Education; Course Descriptions; Dietetics; Dietitians; Evaluation Criteria; First Aid; Health Services; Interpersonal Communication; Job Search Methods; *Job Skills; *Medical Services; Nutrition; Occupational Information; Program Descriptions; Secondary Education; Student Evaluation; Vocational Education

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of health occupations education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For health occupations education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: introduction to health occupations education, health occupations education I, and health occupations education II. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 376   CE 044 320

Bishop, John
The Recognition and Reward of Employee Performance.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
PUB DATE- Apr 86
NOTE- 55p.; Paper presented at a conference on the New Economics of Personnel (Tempe, AZ, April 10-11, 1986). For a related document, see CE 044 321.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensation (Remuneration); Employee Attitudes; Employer Attitudes; Employment Practices; *Job Performance; Labor Market; Labor Turnover; Merit Pay; Personnel Policy; Productivity; Promotion (Occupational); *Recognition (Achievement); *Rewards; *Salary Wage Differentials; Unions
IDENTIFIERS- Impact Studies

A study compared different firms' methods of recognizing and rewarding employee performance and examined the impact of such recognition and reward on such factors as involuntary and voluntary labor turnover and worker productivity. Data from a survey of 3,412 employers that was sponsored by the National Institute of Education and the National Center for Research in Vocational Education in 1982 indicated important differentials between firms with respect to the prevalence and power of merit-based pay. Although workers' reported productivity relative to peers had important and reasonably rapid effects on relative wage rates at small- and medium-sized nonunion establishments, it had almost no effect at unionized establishments with more than 100 employees and at nonunion establishments with more than 400 employees. Relative wage rates did respond positively to the large differences in productivity between workers doing the same job; however, these responses were incomplete. When considered against the background of the inevitability of significant errors in measuring productivity, the wage differentials of employees with about 1 year of tenure create a strong a priori case that compensation for greater productivity is often only partial. (An appendix to this report describes the data collection measures and sample population on which the study's conclusions are based.) (MN)

ED 268 433 CG 018 992

State Dropout Prevention Funds. Annual Report.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Apr 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Educational Finance; Financial Support; *Program Descriptions; *School District Spending; *State Aid; *State School District Relationship
IDENTIFIERS- *North Carolina

The purpose of this report is to identify the use of North Carolina's dropout prevention funds by local school systems and to define the types of services provided to students. Part I of the report contains a summary of funding by program type. A chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs. Part II contains charts which list the amount of funds obligated to date, the types of programs supported by the funds, and the numbers of students receiving services. Part III provides a

summary of individual program types, including ojbectives, approaches, evaluation procedures, and implementation data. Information in this section was obtained from surveys completed by the state's 141 local school systems. The program types described include in-school suspension, job placement, alternative school, extended school day, high-risk counseling, academic remediation, transition programs, and other programs. The state dropout prevention funds annual report form is appended. (NB)

ED 268 588 CS 505 116

Nadler, Lawrence B.

The Graduate Teaching Assistant: How Much Autonomy Should Be Granted in the Basic Interpersonal Communication Course?

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Graduate Students; Higher Education; Instructional Improvement; *Interpersonal Communication; *Personal Autonomy; *Speech Curriculum; *Teaching Assistants
IDENTIFIERS- *Autonomy

A major decision confronting the basic communication course director involves the degree of instructional freedom to grant teaching assistants in regard to lecture/presentational materials, readings, written assignments, examinations, and grading procedures. In making these decisions, certain philosophical and pragmatic implications of possible choices must be considered from the standpoint of all parties involved--undergraduate students, graduate assistants, course directors, and administrators. Careful consideration of three key issues--comparability, support structure, and close coordination--indicates that granting a high degree of autonomy to graduate teaching assistants can maximize the benefit of the instructional process. (EL)

Carlisle, Ysanne

Wage Payment Systems. Supervising: Economic and Financial Aspects. The Choice Series #73. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-51-1
PUB DATE- 85
NOTE- 74p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; *Economics Education; Employment Practices; Learning Activities; *Management Development; Personnel Policy; Postsecondary Education; *Salaries; *Salary Wage Differentials; *Supervisory Training; *Wages
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in understanding various wage payment systems. Discussed in the first four sections are the following topics: the aims and determination of payment (aims of a payment system, the economy and wage levels, the government and wage levels, and method of pay and wage levels); main payment systems not linking payment to results (time rates, flexitime, fixed wages, and incremental payment systems); main payment systems linking pay to results (piecework and commission, basic pay plus bonus, and other systems linked to results); and fair pay (fringe benefits, fair pay, and the role of job evaluation). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 294 CE 044 127

Meyer, Calvin F.; Benson, Robert T.
Environmental Control System Installer/Servicer (Residential Air Conditioning Mechanic). V-TECS Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 383p.

LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; *Air Conditioning; Behavioral Objectives; Electricity; Evaluation Criteria; Heating; *Job Skills; Learning Activities; Postsecondary Education; Refrigeration; *Refrigeration Mechanics; Secondary Education; State Curriculum Guides; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- *Vocational Technical Education Consortium States

This guide provides job relevant tasks, performance objectives, performance guides, resources, learning activitites, evaluation standards, and achievement testing in the occupation of environmental control system installer/servicer (residential air conditioning mechanic). It is designed to be used with any chosen teaching method. The course outline is divided into six duties: (1) brazing, cutting, fitting, soldering, and welding piping and tubing; (2) installing and servicing controls; (3) installing and servicing electrical circuits, components, and motors; (4) installing and servicing compressors, condensers, evaporators, and water towers; (5) installing and servicing refrigeration systems and domestic refrigerators; and (6) installing and servicing residential air conditioning and heating systems. A total of 154 performance objectives are categorized under these duties. The performance objective is defined in terms of task, conditions, standard, and source for standard. These components are provided for each performance objective: performance guide, enabling objectives(s), learning activities, resources, and evaluation (questions and answers). Appendixes include a cross-referenced table of duties, tasks, and performance objectives; tool and equipment list; sources of standards; state-of-the-art literature; a bibliography; and written evaluation questions and answers. (YLB)

ED 268 308 CE 044 163

Coleman, Trudy; And Others
Staying Healthy Is Up to You. Coping with Crisis.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 26p.; For the other modules in this series, see CE 044 161-165.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Clinics; *Decision Making Skills; *Family Health; Health Activities; Health Education; Health Needs; *Health Services; Learning Activities; Medical Care Evaluation; *Nutrition; Physical Health; Prenatal Influences; Problems; *Problem Solving; Safety
IDENTIFIERS- 310 Project

This instructional packet is one of a series of five modules that emphasize a systematic decision-making model for common problematic situations. The steps of the model are identifying the problem, gathering information, developing and assessing alternatives, implementing a solution, and evaluating and modifying the solution. Aimed at adult basic education (ABE) students, each packet contains the following sections: pretest; objectives; information for the learner, with relevant exercises and worksheets, case studies that students can discuss together; and posttest. In addition, a form for students to evaluate the materials is provided. The packets were designed to be flexible, to stress problem-solving techniques that can be transferred to other situations, and to use community resources. Materials can be used on an individual or group basis, and usually can be used independently with evaluation and reinforcement provided by the teacher. This packet, on staying healthy, covers health care providers, health habits, safety, illness, medical quackery, and personal responsibility for healthy life-styles. (KC)

ED 268 322 CE 044 185

The New GI Bill. Potential Impact of Ending It Early. Briefing Report to the Chairman, Veterans' Affairs Committee, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/NSIAD-86-80BR
PUB DATE- Mar 86
NOTE- 18p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more--25% discount).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Aid; *Federal Legislation; Military Service; Postsecondary Education; *Program Costs; Recruitment; *Student Financial Aid; *Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- *G I Bill; Military Enlistment; Military Recruitment; *Veterans Educational Assistance Program

This briefing report provides an evaluation of Department of Defense (DOD) plans to terminate the new GI Bill and revert to the Veterans Educational Assistance Program (VEAP). Comments are made regarding the positions of the Office of the Secretary of Defense (OSD) and the military service. These findings are summarized: estimated cost to transition back to VEAP would be $5.4 million, estimated program savings over fiscal years 1987 to 1991 would be $194 million, comparing the new GI Bill educational costs to VEAP costs will always show the former to be more costly, Army statistics show a marked recruiting improvement since the new GI Bill was started, military service program managers believe a return to VEAP could have a negative effect on the services' ability to attract quality recruits, and participation in the new GI Bill is considerably higher than the VEAP it replaced. Other contents of this report are a summary of transition costs, an estimate of the net savings in governmental outlays by terminating the new GI Bill, and information on recruiting and retention impacts of the new GI Bill and returning to VEAP. (YLB)

ED 268 447 CG 019 006

Henderson, Cheryl Brown

High Tech High Touch: A Statewide Approach to Career Guidance.

Kansas State Dept. of Education, Topeka. Vocational Education and Postsecondary Div.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the International Conference on Careers (Miami, FL, March 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Career Guidance; Counselor Attitudes; *Counselor Educators; *Counselor Role; *High Schools; *Research and Development; School Counseling; School Counselors; State Aid; Student Attitudes; *Student Needs
IDENTIFIERS- *Kansas

Recently, the need for increased career guidance and counseling services for high school students has been recognized. A major long-term commitment by school guidance programs must be made to assist students in setting career goals, planning education and work experience around those goals, developing effective work habits and interpersonal skills, and successfully completing their high school program. The Vocational Education Section of the Kansas State Department of Education has been gathering data and funding research activities on Kansas high school students, counselors, and counselor educators in order to determine how to strengthen vocational guidance and counseling. Results from a 1980 study revealed that : (1) secondary school guidance counselors had unclear role definitions; (2) the students, counselors, and counselor educators thought that more time was needed for counselors to be involved in vocational and career guidance activities with individuals and small groups; and (3) counselors wanted state leadership to support their efforts through workshops and technical and financial assistance. Other projects in Kansas involved inservices for counselors, surveys of students to identify their needs, and the use of the Career Planning Program. Through the continued cooperation of the state, counselors, and counselor educators, further progress in assisting students through career guidance appears feasible. An occasional report, "Career Planning for Secondary Students," by C. Henderson, is attached. (NB)

ED 268 462 CG 019 021

Meese, Edwin, III
Address of the Honorable Edwin Meese III, Attorney General of the United States, before the National Conference on Juvenile Justice Reform.
Department of Justice, Washington, D.C.

PUB DATE- 28 Apr 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Drug Abuse; *Drug Education; Elementary Secondary Education; Federal Government; *Government Role; Law Enforcement; *Prevention; *Responsibility; State Action
IDENTIFIERS- *Juvenile Justice

Drug law enforcement has become the number one criminal justice priority of the United States Department of Justice and is an area of great concern to those involved in the juvenile justice system. The new philosophy of juvenile justice holds juveniles responsible for their conduct, emphasizing an accountability or justice model which focuses on what the juvenile merits. This model incorporates proportionality, consistency, and predictability in an effort to provide fairness both to the juvenile and to society. Education is a second strategy being pursued in government efforts to control drug abuse which also focuses on individual responsibility. Education about the dangers of drug use will hopefully reduce the demand for drugs. While statistics on drug use trends show a decrease in marijuana and heroin use in recent years, the use of cocaine and the dangerous drugs of methamphetamine, PCP, and "designer drugs" has increased. In order to bring the drug problem under control, demand as well as supply must be addressed. The American government must move aggressively and pursue a drug education and prevention program that is both energetic and engaged. Administration efforts will be directed toward students from kindergarten through high school. While the responsibility lies with all citizens, it is especially important for state legislators to exercise moral and political leadership in the fight against drug abuse. (NB)

ED 268 476 CS 008 262

Secondary Reading in Wichita: Guidebook. Revised.
Wichita Public Schools, KS. Curriculum Services Div.
PUB DATE- 85
NOTE- 177p.; Prepared by the Committee of Secondary Reading Specalists.
AVAILABLE FROM- Wichita School District #259, Community Education Center, 1847 North Chautauqua, Wichita, KS 67214 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; *Content Area Reading; *Course Content; Course Descriptions; *Educational Media; Educational Objectives; Program Descriptions; Reading Comprehension; Reading Improvement; *Reading Instruction; Secondary Education; Student Role; Teacher Role; Vocabulary Development

In response to the need for improvement of reading instruction, a committee of secondary reading specialists developed this guidebook, which allows for three distinct levels of usage: as a curriculum guide for administrators and counselors, offering expanded course descriptions of all reading classes offered at the secondary level; as a reference and resource guide for reading specialists; and as a guidebook for content area teachers. The guidebook is divided into the following sections: (1) what is known about secondary reading; (2) goals and objectives of secondary reading; (3) parameters of the secondary reading program; (4) secondary reading course descriptions; (5) roles of the administrator, student, parent, and secondary reading specialist; (6) aids for the secondary reading specialist, such as class record sheet and prospective student forms; (7) content area reading--reading achievement levels, assessment, directed reading lesson, vocabulary development, reading comprehension, and study skills; (8) aids for the content area teacher, such as reading inventories, class profiles, and questioning techniques; and (9) aids for the student, such as test taking skills. A five-page bibliography is included, and appendixes contain the San Diego Quick Assessment, the Fry readability graph, and the cloze procedure. (HOD)

ED 268 491 CS 008 384

Schunk, Dale H.; Rice, Jo Mary

Comprehension Strategy Importance: Effects on Remedial Readers.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intermediate Grades; Metacognition; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; *Remedial Reading; Teaching Methods

Forty 4th and 5th grade remedial reading students from two schools participated in a study that investigated whether providing remedial readers with information on the value of using a particular strategy would influence their self-efficacy and comprehension. In addition, the study explored the effects of emphasizing the general or the task-specific usefulness of the strategy. As part of a training program on main ideas, students in one condition received information that strategy use would benefit them on that task, students in a second condition were told that the strategy was useful on various reading tasks, and those in a third condition were given both types of information. Students in the controlled condition received the training, but no information about the importance of the strategy. Comparison of pretest and posttest data gathered by comprehension and self-efficacy measures revealed that providing students with both types of information resulted in the highest self-efficacy and skill, but that the treatments did not differentially affect achievement outcomes on a generalized task. Five pages of references conclude the document. (FL)

ED 268 505 CS 008 404

Crismore, Avon; Hunter, Barbara M.
Investigating Visual Displays in Basal Reading Textbooks.

PUB DATE- Dec 85
NOTE- 38p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Cognitive Ability; Content Analysis; Elementary Education; *Graphic Arts; *Illustrations; Instructional Materials; Language Skills; *Reading Comprehension; Reading Processes; *Reading Research; *Textbooks; Visual Aids

A study was conducted to identify, describe, and analyze the visual displays accompanying instructional texts in basal reading series. Specifically, the study reviewed 1,884 displays from the student textbooks, major workbooks, and teachers' editions of six series used from grades four through eight to answer (1) descriptive questions about the location, original data source, specific knowledge domains, types, and formats of the displays; and (2) instructional questions about the purposes for completing a visual display task, the number and types of questions about displays given to students, whether instruction was provided along with the displays, whether characteristics of displays were taught, and whether enrichment activities were offered. The results suggest that while visual displays can be used to enhance higher order comprehension tasks, they most often do not in basal texts. Visual displays were more likely to be used for drill and practice or with specialized skills sections in students' workbooks. There was a paucity of higher level questions that required students to interpret and evaluate displays. (FL)

ED 268 519 CS 008 429

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 17p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; Computer Assisted Instruction; *Doctoral Dissertations; Elementary Secondary Education; *Reading Comprehension; Reading Habits; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Readiness; *Reading Research; Reading Skills; Speed Reading
IDENTIFIERS- Prereading Activities

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the usefulness of peer-shared reading information in primary-grade reading groups; (2) development and evaluation of a sustained silent reading program in grade four using self-selected materials; (3) effect of tutoring assistance on students' reading skills mastery in the competency-based curriculum; (4) the effect of advance organizers on children's processing of text; (5) the effectiveness of a computer-assisted videocassette module for reading instruction; (6) the effect of a guidance unit on test-taking strategies on reading test scores of sixth grade students; (7) the relationship of a kindergarten intervention program and reading readiness, language skills, and reading achievement; (8) the nature of good and poor reader prereading lessons; (9) an investigation of the effect of preschool on reading readiness and beginning reading achievement; (10) students' affective awareness of aesthetic form and symmetry through a directed reading lesson approach; (11) a content analysis of reading comprehension instruction in selected social studies teachers' manuals of first, third, and fifth grade; and (12) a model for predicting academic achievement based on temporal aspects of children's item-naming. (EL)

ED 268 533 CS 209 652

Smith, William L.; And Others
Class Size and English in the Secondary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-0692-7
PUB DATE- 86
NOTE- 44p.; Prepared by the NCTE Task Force on Class Size and Workload in Secondary English Instruction.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 06927, $5.00 member, $6.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; *Class Size; Crowding; *Educational Research; *English Instruction; Research Reports; *Teacher Student Ratio

Recognizing the contradictory or inconclusive findings on class size in English, this booklet provides a summary and analysis of existing class size research and describes the kinds of research that would shed new light on the question of class size and secondary English. The first section contains the report of the Task Force on Class Size and Workload in Secondary English Instruction for the Executive Committee of the National Council of Teachers of English. It describes charges given to the task force, existing research on the effects of class size, general recommendations for research, and recommended topics for research. The second section, containing a summary of research on class size and English, discusses reviews of the literature, reports of studies on the effect of class size on achievement and on quality, and highlights some particularly comprehensive studies on achievement and quality in different class sizes. A reference list of about four pages is included. (EL)

ED 268 548 CS 209 690

Tompkins, Gail E.; Yaden, David B., Jr.

Answering Students' Questions about Words.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 86p.; TRIP: Theory & Research into Practice.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 01879, $5.00 member, $6.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; *Diachronic Linguistics; Elementary Education; *English; *Etymology; Language Patterns; Linguistic Borrowing; Linguistics; Orthographic Symbols; Teaching Methods; Theory Practice Relationship

Acknowledging that to study the development of a language is to study the history and culture of people and that English has been influenced by many geographic, political, economic, social, and linguistic forces, this booklet provides a ready reference for elementary and middle school/junior high school teachers confronted with students' questions about the characteristics of the language they speak and are learning to read and write. Since most questions are directed toward words and their spellings, the first section of the booklet emphasizes selected historical aspects of vocabulary growth and orthographic change. The second section of the booklet presents exercises designed around actual student questions, providing not only initial suggestions for vocabulary study activities, but also a rationale for the incongruities of English with an eye toward putting modern usage into a historical perspective. (HTH)

ED 268 603 CS 505 256

Millar, Dan Pyle
The Uneducated Educator.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Convention of the Indiana Speech Association (West Lafayette, IN, October 25-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Responsibility; Higher Education; *Social Change; Speech Communication; Teacher Education; *Teacher Effectiveness; Teacher Qualifications; Teacher Recruitment; Teacher Role; Teacher Supply and Demand; Teaching Methods

Although the American work force is generally better educated than ever before, the general productivity of American workers continues to drop. This trend indicates that too many people are unable to cope with the demands placed on them to organize, evaluate, and communicate information to each other. In order to better prepare citizens for life in a fast-paced society, changes in education are necessary. Teaching as a transmission of an organized body of knowledge must be replaced with instruction in the process of organizing knowledge. Since thinking requires language ability, a society shifting from industrial to information production and requiring new educational methods that enhance language ability places a greater burden upon the teacher, both as an instructor and as a model language user. Unfortunately, the most able students on college campuses major in law or engineering or medicine, and many students who prepare to be teachers are not the brightest or the most talented. Whatever the reasons that have been identified as causes for the decline in the quality of students who select teaching as a career, the result is the same: the quality of teaching suffers. (DF)

ED 268 226 CE 043 837

Daniels, Dale; And Others
An Opportunity for a New Beginning. A Teacher's Guide for Vocational Experiences.
Hardin County Board of Education, Elizabethtown, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 20 Nov 84
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Education; *Basic Skills; Communication Skills; *Computer Literacy; Curriculum Guides; *Disabilities; Dropouts; Drug Education; Employment Opportunities; Employment Potential; *Group Guidance; Learning Activities; Library Skills; Mathematics Skills; Objectives; Peer Influence; Pretests Posttests; Reading Skills; *Special Education; *Vocational Education; Writing Skills
IDENTIFIERS- *Special Needs Students

This handbook provides teachers with a vocational experience curriculum for special vocational education students in Kentucky. Topics of the 18 lessons are pretest of basic skills, computer instruction, group guidance--dropping out of school, reading--increased awareness of career opportunities, language arts--develop communication skills through writing letters of application, employability skills, mathematical operations, money and work, group guidance--drug and alcohol awareness, language arts--develop communication skills through writing request letters and personal resumes, library skills, community service and your job, computing mathematical averages, fractions, group guidance--peer influence, group guidance--opportunities available at school, library skills, and posttest. An information sheet for each lesson presents objective, suggested activities, a list of suggested resources, and evaluation. These types of materials may also be provided: worksheets, information sheets, examples, and tests. Answer keys to worksheets and tests are included. (YLB)

McLaughlin, Henry
Organisation Systems. Supervising: Principles and Practice of Supervision. The Choice Series #16. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-29-5
PUB DATE- 85
NOTE- 83p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Responsibility; Adult Education; Behavioral Objectives; Learning Activities; Management Development; Management Systems; *Organization; Organizations (Groups); *Power Structure; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Authority; Great Britain

This learning unit on organization systems is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to distinguish between responsibility and authority and see how they relate to each other, understand how responsibility and authority are affected by different forms of organization, and identify and compare formal and informal relationships within an organization. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include a framework for organization, developing an organization, and relationships in organizations. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 267 CE 043 972

Program Guide for Electronics 8730000 (IN47.012500) and Industrial Electronics EST0100 (IN47.010500) and Electronic Technology EET0001 (IN15.030300).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; *Electromechanical Technology; *Electronics; Occupational Information; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Technical Occupations; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in electronics and industrial electronics and electronic technology. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the electronics and electronic technology program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the electronic and electronic technology curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 280 CE 044 040

Rosenfeld, Vila M.; And Others
FloorPlan. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 6 Mar 86
NOTE- 10p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Computer Simulation; *Courseware; *Furniture Arrangement; *Home Economics; Instructional Material Evaluation; *Interior Design; Interior Space; Secondary Education
IDENTIFIERS- *Courseware Evaluation

This courseware evaluation rates the "FloorPlan" program developed by the Learning Seed. (The program--not included in this document--allows room design and arrangement to be performed on the computer screen.) The courseware was rated by a team of home economists participating in a network for the dissemination of courseware reviews. Part A describes "FloorPlan" in terms of topics (interior design, furniture arrangement, floor plans) and hardware requirements (Apple II and printer with Grappler interfacing), indicates its suitability for grades 7-adult, and lists accompanying materials (instruction booklet, object number card). Availability information includes cost ($39.00), policies, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation in terms of strengths (allows creativity and basic skills integration, is practical) and weaknesses (slow and difficult to work with, weak documentation). Summary ratings in the eight categories include subject matter, student interaction, and work behaviors--yes; technical presentation, program interaciton, and documentation--somewhat; and student evaluation and application programs--not applicable. The program is recommended for teaching basic interior design, following directions, mapping, and measuring. (SK)

ED 268 336 CE 044 218

Thompson, Joselyn H.
Medical Laboratory Technician--Microbiology (AFSC 90470).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 28 Nov 83
NOTE- 644p.; Supersedes ED 224 892.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; Correspondence Study; Distance Education; Laboratory Procedures; *Laboratory Technology; Learning Activities; *Medical Evaluation; Medical Services; *Medical Technologists; *Microbiology; Military Personnel; *Military Training; Postsecondary Education
IDENTIFIERS- Air Force

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for medical laboratory technicians. Covered in the individual volumes are laboratory procedures in clinical bacteriology (the history of bacteriology; aseptic techniques and sterilization procedures; bacterial morphology and physiology; innoculation of media for isolation of bacteria; antimicrobial agents, drug resistance, and susceptibility testing; gram-positive organisms, gram-negative cocci, coccoid forms, and bacilli; enteric organisms, mycobacterium and spirochetes); clinical parasitology (medical parasitology and protozoa, platyhelminthes, and nematodes infecting man); and laboratory procedures in clinical mycology (medical mycology, yeastlike fungi and monomorphic molds, pathogenic dimorphic fungi, saprophytic fungi, and laboratory diagnosis of viral rickettsial and chlamydial diseases. Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises, a foldout, and a change supplement are also provided. (MN)

ED 268 364 CE 044 289

Women and Office Automation: Issues for the Decade Ahead.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Automation; *Clerical Occupations; Computer Oriented Programs; Computers; Data Processing; *Employed Women; *Employment Practices; Equal Opportunities (Jobs); *Futures (of Society); Information Processing; Job Simplification; Job Training; Occupational Safety and Health; Office Occupations; Retraining; Sex Stereotypes; *Technological Advancement; Wages; Word Processing

More than 7 million workers in the United States today use computer-based video display terminals to do word and data processing; an overwhelming number of these workers are women. Women make up most of the occupational groups identified as "administrative support," and they are particularly affected by the changes taking place in the workplace. The impact of new office technologies on clerical work is a subject of great concern to the Women's Bureau of the U.S. Department of Labor. This concern extends to a wide variety of issues posed by the electronic office, including the following: (1) quality and content of the new jobs; (2) wages and status; (3) opportunities for mobility; (4) training and retraining; (5) health and safety factors; (6) equal opportunity aspects; (7) electronic "telework" and remote office work; and (8) the quantity of jobs or clerical employment prospects. Current research suggests that clerical workers often are excluded from the planning and implementation decisions leading to technological change. Although office automation promises greater efficiency and productivity, decision makers should remember that these outcomes are not independent of the people who operate the new equipment. (KC)

Doty, Charles R.
Preparing for High Technology: Model Programs in the USA. Research and Development Series No. 258.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 109p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD258--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Automation; Computer Graphics; *Computer Oriented Programs; *Demonstration Programs; Electromechanical Technology; Electronics; Higher Education; *Manufacturing; Numerical Control; Program Descriptions; Robotics; *Technical Education; *Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- Computer Assisted Design; Computer Assisted Drafting; *Computer Assisted Manufacturing

This publication identifies exemplary programs and human resources in the automated manufacturing technologies. Its purpose is to assist vocational education program planners and curriculum specialists in updating programs and staff skills to prepare for high technology. Chapter 1 is an introduction. Chapter 2 describes the seven U.S. Secretary of Education's exemplary programs in narrative form. Program name, institution, and the institution's location are highlighted at the beginning of each entry. The program description follows. Contact information, including mailing address and telephone number, is highlighted at the end. Chapter 3 presents in a graphic format exemplary programs identified in a nationwide survey. Programs represent 18 technical areas: avionics, biomedical equipment technology, computer-aided design and drafting, computer-aided manufacturing, computer engineering technology, computer numerical control, electrical technology, electronics technology, electromechanical technology, graphics technology, industrial optics, laser technology, mechanical engineering technology, process control and instrumentation technology, robotics, semiconductor technology, solar technology, and telecommunications. A heading at the top of each page identifies the area. Information presented in box-form includes program title; contact information, including mailing address and telephone number; whether assistance is available; whether a syllabus is available; whether the program is competency-based; start date; and a narrative program description. (YLB)

ED 268 419 CG 018 978

Sanders, Shirley

The Use of Role Play in the Training of Hypnotherapy.

PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counselor Training; Perspective Taking; *Psychotherapy; *Role Playing; Skill Development; *Teaching Methods; Workshops
IDENTIFIERS- *Hypnotherapy

A model has been developed for using role play in the supervision and training of hypnotherapy. Specific techniques can be role played by trainee and supervisor which can enable the trainee to develop skill and confidence in the use of hypnotic techniques. Hypnotic induction, listening, observing and providing feedback, relaxation, problem-solving, cognitive restructuring, and metaphor can all be role played, with the supervisor taking on the role of the hypnotherapist and the trainee taking on the role of the client. In addition, role play can be used to help the trainee to gain mastery of a new technique or to unblock the work with a particular patient. Role play also permits exploration of transference and countertransference. Finally, the trainee may use the role play experience to foster his/her own growth and development since role play constitutes in vivo experience. (Author/NB)

ED 268 562 CS 209 707

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Imprints."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 107p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Shorewood High School, 17300 Fremont Ave. North, Seattle, WA 98133 (Magazine only--profile not included--$2.65 including postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Imprints," the magazine published by Shorewood High School, Seattle, Washington. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of the magazine is appended. (HTH)

ED 268 575 CS 209 720

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Ragnaroc X."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 49p.; Cover of magazine removed due to poor reproducibility. Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-719.
CONTRACT- 400-83-0025
AVAILABLE FROM- St. Pius X Catholic High School, 2674 Johnson Rd., N.E., Atlanta, GA 30345 (Magazine only--profile not included--$6.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Ragnaroc X," the magazine published by St. Pius X High School, Atlanta, Georgia. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The May 1984 issue of the magazine is appended. (HTH)

ED 268 589 CS 505 133

Haggard, Carrol

From Essential Elements to an Essential Curriculum: A Model.

PUB DATE- 8 Nov 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Communication (Thought Transfer); Communication Skills; Curriculum Design; *Curriculum Development; Higher Education; Models; *Small Colleges; *Speech Communication; *Speech Curriculum

The small college communication curriculum must, by necessity, be more limited than that of the university. However, it can still fulfill the needs of its students while responding to external curriculum requirements, such as those of the institution, accrediting agencies, professional societies, and employers. Two approaches to curriculum development involve creating a model curriculum that contains all the courses that any communication department, regardless of its size, should offer and identifying the competencies a curriculum should encompass. However, a nonprescriptive essential curriculum containing only two required courses and offering at least one course in each of seven different communication experience areas could provide a communication major appropriate to students and local needs. (Materials outlining the curriculum suggestions are appended.) (EL)

ED 268 403 CG 018 962

Children's Justice Act. Report to Accompany S. 140. United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-123
PUB DATE- 31 Jul 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Children; *Child Welfare; *Crime Prevention; *Federal Legislation
IDENTIFIERS- Congress 99th

This document is a report on the Children's Justice Act. The summary of the bill describes this act as a set of amendments to the Child Abuse Prevention and Treatment Act designed to assist the states in (1) reducing trauma to the child victim of abuse; (2) improving the chances of successful prosecution of legal action against child abusers and molesters; and (3) improving procedures for protecting children from abuse. The document contains the background, hearings, history, text, committee views, committee votes cast, budget estimates, regulatory impact, section by section analysis, and changes in existing law related to the bill. (ABL)

ED 268 350 CE 044 261

Prevocational Program. Teacher Handbook. Vocational Education. Grades 7-9. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 85p.; For related documents, see CE 044 254-260.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; *Career Planning; *Competency Based Education; Course Descriptions; Employer Employee Relationship; Employment Interviews; Employment Opportunities; *Employment Potential; *Employment Practices; Evaluation Criteria; Job Application; Job Search Methods; *Job Skills; Occupational Clusters; Occupational Information; *Prevocational Education; Program Descriptions; Resumes (Personal); Secondary Education; Student Evaluation; Vocational Education

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of prevocational education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For prevocational education are offered a program description, learning outcomes, and scope and sequence. In addition to the prevocational education course options for grades 7-9, the curriculum includes a prevocational education/pre-employability skills course. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 377 CE 044 321

Bishop, John

The Recognition and Reward of Employee Performance: Implications for Education and Training Policy.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 42p.; For a related document, see CE 044 320.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Compensation (Remuneration); *Educational Benefits; *Educational Policy; Employment Practices; *High School Graduates; Job Performance; Labor Turnover; On the Job Training; *Outcomes of Education; Personnel Policy; Personnel Selection; Policy Formation; Productivity; Promotion (Occupational); Recognition (Achievement); Rewards; *Salary Wage Differentials; Secondary Education; Unions

Wage rates and earnings give misleading signals to public and private policymakers as to the benefits of certain kinds of education and training investments. These misleading signals result from the fact that (1) workers and employers prefer employment contracts that either do not recognize or only partially recognize differences in productivity among workers doing the same job and (2) important dimensions of education and training accomplishment are often not signaled to potential employers and therefore have limited influence on the allocation of workers to jobs. Consequently, there are significant productivity differentials between workers receiving the same pay for the same job, and some of these are related to educational and training achievements that are not efficiently signalled. In light of these findings, policymakers in the education and training sectors should learn to generate better signals of the learning that occurs in school or on the job on the assumption that if employers have access to information on the competency that job applicants have developed in school they will use it. The second response to the problem should be to restructure the system of rewards and recognition in high schools. (An appendix to this report describes the data collection measures and sample population on which the study's conclusions are based.) (MN)

ED 268 434 CG 018 993

Milman, Doris H.; And Others
Alcohol and Drug Abuse Curriculum Guides for Pediatrics Faculty: Health Professions Education Curriculum Resources Series, Medicine 4.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1367
PUB DATE- 85
NOTE- 117p.; For a related document, see ED 241 837.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; *Alcoholism; Children; Curriculum Guides; Drinking; *Drug Abuse; Higher Education; Marijuana; *Medical School Faculty; Medical Students; *Pediatrics

This document provides two separate curriculum guides for pediatrics faculty to use in teaching medical students. The first section contains the alcohol abuse curriculum guide; the second section contains the drug abuse curriculum guide. The drug abuse guide concentrates on cannabis as a paradigm for all nonalcoholic drugs of abuse. Each guide includes an introduction and five chapters. Chapter 1 of each guide lists curriculum goals and objectives. Chapter 2 examines the pediatrician's role in the curriculum, focusing on subject matter, clinical skills, and attitude. Chapter 3 looks at several areas of core subject matter: history; epidemiology; definitions; biochemical, pharmacological, and physiological effects of alcohol (cannabis); psychological effects of alcohol (cannabis); psychological factors; and treatment. The alcohol abuse curriculum also contains a section on patterns of alcohol use in children and adolescents. Chapter 4 focuses on related drug issues. For the alcohol abuse curriculum, these issues include combined alcohol-polydrug use, management of acute intoxication and untoward reaction, the pregnant adolescent drinker, the fetal alcohol syndrome, and children of alcoholic parents. For the drug abuse curriculum, issues include multiple drug use, fetal drug syndromes, the drug-abusing mother, and management of untoward reactions and overdosage. Chapter 5 considers the problem of the student drinker (drug user). Both curricula conclude with several pages of references and appendices containing Attitudes and Opinions Questionnaires for students and annotated lists of curriculum material. (NB)

ED 268 295 CE 044 128

Owens, Thomas R.
Oregon High School and Community College Vocational Education Study. Final Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Dec 85
NOTE- 21p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Career Choice; College Students; *Goal Orientation; High Schools; High School Seniors; *Occupational Aspiration; State Surveys; *Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Vocational Education
IDENTIFIERS- Oregon

Data were collected from high school vocational education seniors and students enrolled in community college vocational programs for use as baseline for a longitudinal followup study over the next five years. Two Oregon high schools and three community colleges participated. Findings indicated over 70 percent of the high school seniors in college preparatory, vocational, and general education programs planned to be working full or part time one year after high school graduation. Over 70 percent planned to attend postsecondary education one year after graduation. Of the college preparatory students, 71 percent planned to attend a four-year college; 27 percent of vocational students and 5 percent of general curriculum students also planned to attend. Of vocational concentrators, 27 percent planned to take academic courses at a community college; the same percentage planned to take vocational courses. Vocational students at both levels rated the quality of instruction very high and career counseling relatively low. Community college students rated high school reading skills high in preparation for college work but rated mathematics much lower. Vocational students at community colleges gave high marks to college efforts to prepare them for needed technical skills, but rated much lower help in speaking skills. (Survey results are appended.) (YLB)

ED 268 309 CE 044 164

Coleman, Trudy; And Others
What's a Parent to Do? Coping with Crisis.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85

NOTE- 37p.; For the other modules in this series, see CE 044 161-165.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Child Development; *Child Rearing; Communication Skills; *Decision Making Skills; Drug Abuse; Learning Activities; Parent Attitudes; *Parent Child Relationship; Parent Education; *Parenting Skills; Parent Responsibility; Parent Role; Problems; *Problem Solving; Sex Education
IDENTIFIERS- 310 Project

This instructional packet is one of a series of five modules that emphasize a systematic decision-making model for common problematic situations. The steps of the model are identifying the problem, gathering information, developing and assessing alternatives, implementing a solution, and evaluating and modifying the solution. Aimed at adult basic education (ABE) students, each packet contains the following sections: pretest; objectives; information for the learner, with relevant exercises and worksheets, case studies that students can discuss together; and posttest. In addition, a form for students to evaluate the materials is provided. The packets were designed to be flexible, to stress problem-solving techniques that can be transferred to other situations, and to use community resources. Materials can be used on an individual or group basis, and usually can be used independently with evaluation and reinforcement provided by the teacher. This packet, on child rearing, covers reasons for having children, parenting styles, understanding children's development, potential school crises, positive communication, helping children to behave, punishment, dealing with sex, and substance abuse. (KC)

ED 268 323 CE 044 186

Prospectus: An Investor's Guide to Career and Vocational/Technical Education in the Portland Public Schools.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Portland Public Schools, Oreg.
PUB DATE- Mar 86
NOTE- 306p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); *Career Education; Community Colleges; Delivery Systems; Educational Cooperation; Educational Opportunities; Educational Planning; Educational Policy; Enrollment Trends; Futures (of Society); *Labor Market; Occupational Clusters; *Outcomes of Education; Postsecondary Education; Program

Administration; *Program Content; Program Descriptions; Program Effectiveness; School Business Relationship; School Community Relationship; School Districts; School Holding Power; Secondary Education; Self Evaluation (Individuals); Teacher Attitudes; *Technical Education; *Vocational Education
IDENTIFIERS- *Portland School District OR

This report describes current program offerings and activities in the areas of career, vocational, and technical education in the Portland Public Schools in Portland, Oregon, and assesses optional futures for program continuation and development. The information in the report is based on: student and faculty data, labor market trends, district organizational information, profiles of students and faculty within the district, and relationships with community colleges and neighboring school districts; summaries of more than 80 interviews with district and nondistrict staff covering the purposes, goals, and practices of vocational education; results of a detailed self-assessment process conducted by vocational instructors and advisory council members of cluster programs in the district; and profiles of both individual high school vocational programs and individual cluster programs throughout the district. The report's seven sections consist of an introduction, a descriptive report, interview findings, self-assessments, high school profiles, cluster profiles, and future directions. Appendixes to this guide include a list of persons interviewed, current program descriptions, composite list of vocational education interview questions, list of career interest areas, vocational faculty survey, evaluation survey of the self-assessment process, labor market information, Portland Community College vocational program offerings, references, ratings of alternative directions for vocational education, sounding board findings, list of members of the study steering committee, and student enrollment data for vocational education programs in 1986. (MN)

ED 268 404 CG 018 963

Crimes against the Elderly. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Oversight of the Problem of Crimes Committed against Senior Citizens and What Measures May Be Taken to Help Prevent Such from Happening (St. Petersburg, FL, December 9, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-432
PUB DATE- 86
NOTE- 39p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Day Care; *Crime Prevention; *Elder Abuse; Hearings; *Older Adults; *Victims of Crime; *Violence
IDENTIFIERS- Congress 99th; Florida

This document contains the text of a Senate hearing on crimes against the elderly. Senator Paula Hawkins examines funding for day care of the elderly and discusses the crime of elder abuse and other crimes against the elderly. Two victims of abuse testify about their abuse, a victim of violent crime describes her victimization, and a purse-snatching victim who formed the Citizens Council on Crime discusses her experiences. The administrator of the South County Day Care Center in St. Petersburg, Florida testifies about elder abuse and explains her center's policy on reporting cases of suspected abuse. A doctor from the Department of Gerontology, University of South Florida testifies about the problems associated with reporting elder abuse. A former city police chief who is presently the director of the Bureau of Justice Assistance presents the findings of a study on elder abuse. The president of the Florida Crime Prevention Association examines crime prevention activities. An administrator with the United States Securities and Exchange Commission testifies about the targeting of the elderly for crime, an assistant chief postal inspector describes mail order crimes against the elderly, and a consumer affairs official discusses consumer fraud against the elderly. A prepared statement is included from the American Association of Retired Persons. (NRB)

ED 268 420 CG 018 979

Watterson, John A.

Psychological Consultation: A Comparison of Predoctoral Training and Actual Practice.

SPONS. AGENCY- American Psychological Association, Washington, D.C.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Counselor Training; *Education Work Relationship; *Graduate Students; Higher Education; *Job Skills; *Psychologists; Relevance (Education); Skill Development

Few studies have been conducted which pertain to the consultation training backgrounds of psychologists and many questions remain unanswered. One study (Gallessich and Watterson, 1984) attempted to identify the current patterns of predoctoral education and training in consultation. Another study was undertaken to determine the extent to which these patterns of predoctoral consultation training are congruent with the opinions and actual practices of consulting psychologists. A survey assessing the availability and characteristics of consultation education and training from American Psychological Association (APA) accredited predoctoral training programs was completed by 332 program directors. A second survey, completed by 177 psychological consultants who were members of APA Division 13, Consulting Psychology, assessed the characteristic practices, training backgrounds, and salient concerns of consulting psychologists. A comparison of results from these two surveys revealed that there were many incongruences between predoctoral consultation training patterns and the recommendations of experienced consultants regarding training practices. The limited availability of formalized consultation training reported by program directors was in contrast to the strong endorsement by consultants that specialized preparation is needed for consultative effectiveness. There seemed to be agreement that the most important job of predoctoral training programs is to establish in their trainees a solid base of clinical skills which would underlie later consultation work. (NRB)

ED 268 448 CG 019 007

Scott, Shirley A.; King, Jeanne C.
Perceived Spousal Support for Women Who Return to College.
PUB DATE- 85

NOTE- 21p.; Revision of a paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Family Attitudes; Family Problems; *Family Relationship; *Females; Higher Education; Marital Satisfaction; Marriage; Married Students; Nontraditional Students; *Reentry Students; Role Conflict; *Social Support Groups; *Spouses

Increasing numbers of women are returning to college following an interruption of their education. Role strain is a common experience of these women. Most studies of role strain and family support among returning women have relied on the women's self-reports. A study was conducted using manipulated descriptions of family environments which were evaluated by 86 husbands of returning students. The results revealed that participants indicated greater support for the wife's education when she continued to meet all or part of her family's needs than when she neglected them. Further, husbands believed the woman who fit the "Super-Mom" stereotype was more likely to obtain an advanced degree. The husband was perceived to experience greater stress when his wife neglected her household responsibilities and when she reneged on her commitment to spend time with him. Participants also perceived the wife who neglected her family to be under more stress, possibly because they believed she should feel guilty. The results imply that a returning woman earns support for her education by continuing to meet her family's and husband's needs. (Author/ABL)

ED 268 463   CG 019 022

Kozel, Nicholas J., Ed.; Adams, Edgar H., Ed.
Cocaine Use in America: Epidemiologic and Clinical Perspectives. National Institute on Drug Abuse (NIDA) Research Monograph Series 61.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1414
PUB DATE- 85
NOTE- 243p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Drug Abuse; *Illegal Drug Use; Individual Characteristics; *Trend Analysis; *Young Adults

IDENTIFIERS- *Cocaine

This monograph is based on papers presented at a technical review of patterns of cocaine use in the United States which was held in 1984. The foreword by Jerome H. Jaffe acknowledges that, over the past 10 years, cocaine has become a major public health threat in this country. Papers contained in this monograph include: (1) "Cocaine Use in America: Introduction and Overview" by Edgar H. Adams and Nicholas J. Kozel; (2) "Cocaine Use in the United States: In a Blizzard or Just Being Snowed?" by Richard R. Clayton; (3) "A Decade of Trends in Cocaine Use in the Household Population" by Herbert I. Abelson and Judith Droitcour Miller; (4) "Cocaine Use Among American Adolescents and Young Adults" by Patrick M. O'Malley, Lloyd D. Johnston, and Jerald G. Bachman; (5) "Cocaine Use in Young Adulthood: Patterns of Use and Psychosocial Correlates" by Denise B. Kandel, Debra Murphy, and Daniel Karus; (6) "Patterns and Consequences of Cocaine Use" by Dale D. Chitwood; (7) "Cocaine Abuse: Neurochemistry, Phenomenology, and Treatment" by Mark S. Gold, Arnold N. Washton, and Charles A. Dackis; (8) "Reinforcement and Rapid Delivery Systems: Understanding Adverse Consequences of Cocaine" by Sidney Cohen; (9) "Characteristics of Humans Volunteering for a Cocaine Research Project" by C.R. Schuster and M.W. Fischman; (10) "Characteristics of Cocaine Abusers Presenting for Treatment" by Sidney H. Schnoll, Judy Karrigan, Sarah B. Kitchen, Amid Daghestani, and Thomas Hansen; (11) "Cocaine Use in a Treatment Population: Patterns and Diagnostic Distinctions" by Frank H. Gawin and Herbert D. Kleber; (12) "Cocaine: Treatment Perspectives" by Donald R. Wesson and David E. Smith; (13) "New Patterns of Cocaine Use: Changing Doses and Routes" by Ronald K. Siegel; and (14) "Cocaine Use in America: Summary of Discussions and Recommendations" by Nicholas J. Kozel and Edgar H. Adams. The document concludes with a list of National Institute on Drug Abuse research monographs. (NB)

ED 268 492 CS 008 385

Boland, Theodoor; Mommers, Martin J. C.

Development of Reading Skills in Dutch Primary Schools: Outcomes and Prospects.

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; Decoding (Reading); Elementary Education; Foreign Countries; Integrated Activities; Longitudinal Studies; Predictive Validity; Predictor Variables; *Reading Achievement; Reading Comprehension; *Reading Research; *Reading Skills; *Skill Development; Spelling

IDENTIFIERS- *Netherlands

From 1979 to 1985, data were gathered from approximately 600 students in 24 Dutch elementary schools to determine changes occurring in the interrelationships among the reading skill components of decoding, reading comprehension, and spelling ability. Information for each student was obtained from reading performance test scores recorded at the end of sixth grade. Results indicated that the decoding speed of students continued to develop over time, and that this reading skill component achieves a more independent status at the end of elementary education. Findings also showed that although the reading skill components were still correlated at the end of elementary school, the causal relationships among decoding speed and reading comprehension and spelling, respectively, seemed to lose a great deal of strength, whereas comprehension and spelling were more highly correlated. The best predictors of decoding speed and comprehension in sixth grade were the measures of the same reading skill components in the earlier grades. In addition, reading performance scores in the earlier grades played an important role in determining the level of secondary education for which the child was eligible. (FL)

ED 268 506 CS 008 405

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cloze Procedure; Cognitive Style; Content Area Reading; Critical Reading; *Doctoral Dissertations; Elementary Secondary Education; Illustrations; Inferences; Memory; Metacognition; *Reading Ability; *Reading Comprehension; *Reading Processes; *Reading Research; *Reading Strategies; Reading Tests; Schemata (Cognition)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the relationship between the use of intonation and reading comprehension; (2) developmental and information processing factors in second and third graders' comprehension of cause-effect relationships; (3) the script schema in children's comprehension and memory; (4) the effect of metacognitive strategy training on critical reading ability; (5) inferencing, script recognition, and short story comprehension; (6) the interaction and influence of the semantic features of text on comprehension; (7) inferential and literal comprehension after oral and silent reading; (8) relationships among three standards of error detection for comprehension of expository test; (9) the relationship between ability to classify and level of reading comprehension; (10) student cognitive processes with respect to selected Algebra I word problems measured by means of a constructed reading test; (11) the effects of illustrations on comprehension and inference by differentially skilled readers; and (12) the use of cumulative cloze procedure to investigate contextual build-up in deaf versus hearing readers. (HOD)

ED 268 520 CS 008 431

Brown, Ann L.; Campione, Joseph C.
Psychological Theory and the Study of Learning Disabilities. Technical Report No. 360.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development

(NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.; Office of Special Education (ED), Washington, D.C.
PUB DATE- Dec 85
NOTE- 45p.
CONTRACT- 400-81-0030
GRANT- HD-05951; HD-15808; OEG-0084-00648
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Style; Educational Assessment; Educational Change; *Educational Diagnosis; Educational Research; Educational Trends; Elementary Secondary Education; *Learning Disabilities; *Learning Processes; *Learning Theories; Research Needs
IDENTIFIERS- *Dynamic Assessment

Psychological theories have long had a pronounced effect on the diagnosis and instruction of children with learning problems. Traditional theorists emphasized the centrality of global processes assumed to be common to most if not all cognitive tasks. These processes were quite distant from those involved in traditional academic activities, making it difficult to proceed from diagnosis to instruction. In contrast, contemporary theorists concentrate on identifying the specific knowledge and skills underlying performance in academically relevant fields such as reading, writing, mathematics, and science. This trend toward domain specificity has made the task of diagnosis and remediation of school problems more tractable, as the processes thus identified are those needed for successful performance. At the same time, alternative methods of diagnosis, such as dynamic assessment, have been developed to supplement more traditional approaches by assessing domain-specific processes in action, rather than inferring their operation from the products of prior learning. These advances make it easier to specify the processes that need to be the targets of instruction. Furthermore, current attempts to characterize optimal learning environments have fueled the development of a theory of instruction. (An 11-page bibliography is included.) (Author/HOD)

ED 268 549 CS 209 691

George Orwell & "Nineteen Eighty-Four": The Man and the Book. A Conference at the Library of Congress, April 30 and May 1, 1984.

Library of Congress, Washington, D.C.

REPORT NO.- ISBN-0-8444-0487-X
PUB DATE- 85

NOTE- 150p.; Conference presented under the auspices of the Gertrude Clarke Whittall Poetry and Literature Fund.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Futures (of Society); Literary Criticism; *Novels; *Twentieth Century Literature
IDENTIFIERS- 1930s; *1984 (Title); *Orwell (George)

Proceedings of a conference of international Orwell experts gathered at the Library of Congress are presented in this collection. The collection is divided into four sections, corresponding with the four conference sessions: "What Orwell Really Wrote"; "Orwell: The Man"; "'Nineteen Eighty-Four': The Book"; and "'Nineteen Eighty-Four': Its Meaning in 1984." Summaries of the subsequent floor discussions are included at the end of each section. The papers presented and their authors are as follows: (1) "What Orwell Really Wrote" (Peter Davison); (2) "Orwell the Man" (Jenni Calder); (3) "The Englishness of George Orwell" (Peter Stansky); (4) "'Nineteen Eighty-Four': Politics and Fable" (Denis Donoghue); (5) "'Not One of Us': George Orwell and 'Nineteen Eighty-Four'" (Alfred Kazin); (6) "'Nineteen Eighty-Four': A Novel of the 1930s" (Jeffrey Meyers); (7) "The Reception of 'Nineteen Eighty-Four'" (Bernard Crick); and (8) "Orwell's Legacy" (Nathan A. Scott, Jr.). (HTH)

ED 268 604 CS 505 257

Powell, Robert G.; Nicholson, James L., III
Teacher Affect in the Classroom: Implications and Directions for Future Research.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Affective Behavior; Behavioral Objectives; Classroom Communication; Classroom Environment; Communication Research; Elementary Secondary Education; Learning Processes; Learning Strategies; Literature Reviews; Research Methodology; *Research Needs; *Teacher Behavior; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; *Teaching Methods

IDENTIFIERS- *Communication Behavior

Affective communication behavior is central to the teaching-learning process. A review of literature reveals that the affective domain has been viewed primarily as a teacher property rather than as an interactive variable in the process of student learning. However, there is a need for research that explores how affective behavior is negotiated within the classroom environment and serves in promoting cognitive achievement. Desirable research methods include detailed longitudinal observations, interviews, and stimulated recall. Ultimately, a model of teaching behavior that allows teachers to influence consciously learning outcomes must be developed. (DF)

ED 268 227 CE 043 845

Associate Degree Nursing Program Guide. Final Report from February 19, 1985 to August 31, 1985.

Seminole Community Coll., Sanford, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 85
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Associate Degrees; Community Colleges; *Course Descriptions; Educational Facilities; Educational Resources; Information Sources; *Nursing Education; Program Descriptions; *Program Development; Program Guides; Two Year Colleges
IDENTIFIERS- Florida

This program guide is intended to help Associate Degree Nursing (ADN) instructors in Florida develop and/or update ADN programs. The first part is the final report of the project that developed the guide. Section I of the guide provides a description of the occupation, student admission criteria, retention and withdrawal standards, and program standards. A program outline contains a program description and a sample generic "integrated model" curriculum and a sample "nursing model" licensed practical nurse (LPN) to ADN transition curriculum. Generic ADN course outlines and LPN to ADN transition program course outlines include course descriptions, placement, time allotment, course objectives, units of instruction, texts, and evaluation methods. Other contents of section I are a listing of student performance standards, clinical competencies, and information on student organizations. Section II defines faculty standards. Section III addresses facilities, including facility design criteria and lists of equipment for simulated client care and audiovisual and instructional equipment. In section IV on instructional resources are found information on clinical agencies' contractual agreements and listings of print learning resources (textbooks and periodical literature), publishers (and addresses) of audiovisual software learning resources, and addresses of professional organizations and support services. Appendixes include sample forms and materials from ADN programs. (YLB)

Wimpory, Colin
Supervising in the System. Supervising: Principles and Practice of Supervision. The Choice Series #17. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-54-6
PUB DATE- 85
NOTE- 70p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Responsibility; Adult Education; Behavioral Objectives; Learning Activities; Management Development; *Management Systems; Organizations (Groups); *Power Structure; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Authority; Great Britain

This learning unit on supervising in the system is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to understand organizations as systems, understand how authority and responsibility work in the workplace, distinguish between types of work relationships, and clarify the position of the supervisor in the system. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include what a system is, the supervisor's position, results for others, and results through others. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

Rosser, John
The National Economy. Supervising: Economic and Financial Aspects. The Choice Series #74. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-66-X
PUB DATE- 85
NOTE- 87p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Economic Factors; Economics; *Economics Education; Financial Support; Government Role; Investment; Learning Activities; *Management Development; *Monetary Systems; Postsecondary Education; Private Agencies; Public Agencies; *Public Policy; *Supervisory Training
IDENTIFIERS- Great Britain; *Private Sector; *Public Sector

This student guide is intended to assist persons employed as supervisors in understanding the main sectors in the national economy. Discussed in the first four sections are the following topics: the economic system (economic decisions and types of economies), the public sector (extent and control of the public sector, finance of the public sector, and provision of public services); the private sector (types of private sector organizations, the stock exchange, and sources of investment finance for the private company); and government economic policy (general economic aims and fiscal, monetary, and income policy). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 337 CE 044 219

Kille, Michael O.
Optometry Specialist (AFSC 91255).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 25 Jan 85
NOTE- 352p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Correspondence Study; Distance Education; Eyes; Learning Activities; *Low Vision Aids; Medical Evaluation; Medical Services; Military Personnel; *Military Training; *Optometrists; *Optometry; Postsecondary Education; *Vision Tests; Visual Acuity; Visual Impairments
IDENTIFIERS- Air Force

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for optometry specialists. Covered in the individual volumes are optometry clinic administration (optometry career and field training, ethical relationships and professionalism, eligibility for optometric care and appointment scheduling, facilities and personnel, administrative record keeping, equipment and supplies); preliminary clinical procedures (vision screening and additional preliminary tests); spectacle-related procedures (spectacle fitting and repairing, orders, and verification); and advanced optometry clinic procedures (specialized clinical techniques, visual programs, evaluation of ocular conditions, and classification of contact lenses). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises and a change supplement are also provided. (MN)

ED 268 365 CE 044 291

Gold, Gerard G.
Toward Local Collaborative Networks for Adult Learners. Final Report of the Adult Learner Project.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-86510-049-7
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Students; *Community Coordination; Community Organizations; Cooperative Planning; Cooperative Programs; Coordination; Economic Development; Educational Cooperation; *Information Networks; *Linking Agents; Older Adults; Postsecondary Education; Retirement; *School Business Relationship; Student Financial Aid; Tuition Grants

The Adult Learner Project was a two-phase program in which a total of 10 community-level projects received funding to develop collaborative agendas that would meet the learning needs of adults in their respective communities. During the second phase of the project, the following community-level collaborative councils were also given $20,000 each: the Arizona Business-Industry-Education Council, serving the greater Phoenix area; the Career Development Council, serving the tricounty rural-industrial area around Corning and Elmira, New York; the Industry-Education Council of Contra Costa County, serving an area east of San Francisco Bay; San Mateo County Industry Education Council, serving the area surrounding San Francisco International Airport; and the Metropolitan Washington Work-Education Council, serving jurisdictions in Maryland, Virginia, and the District of Columbia. This time, however, grant recipients concentrated on the following areas: expanding adult learning through employment-based tuition aid programs, meeting learning needs of older and retired workers, and improving linkages between vocational-technical programs and economic development efforts. The projects demonstrated that most communities are rich in resources and opportunities to address adult learner issues and that these resources can be linked and tapped. Although communities tend to profess commitments to adult learner issues and support educational institutions, they tend to undervalue neutral third-party efforts to create institutional linkages. (MN)

ED 268 477 CS 008 333

Shanahan, Timothy
The Shared Knowledge of Reading and Writing.

PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Educational Research; Elementary Education; Grade 2; Grade 5; *Knowledge Level; *Measures (Individuals); Memory; *Metacognition; Phonics; Reading Comprehension; *Reading Writing Relationship; Sentence Structure; Syntax; Vocabulary Development

To determine whether reading and writing are as closely related as commonly supposed, a study estimated the amount of overlap that exists between several components of reading and writing knowledge. Data were obtained from 256 second graders and 251 fifth graders. Reading measures included tests of phonics (word knowledge), vocabulary (lexical knowledge), sentence comprehension (syntactic knowledge), and passage comprehension (organizational or structural knowledge). Writing measures included assessments of spelling ability (word knowledge), vocabulary diversity (lexical knowledge), sentence structure complexity (syntactic knowledge), and story grammar structure (organizational or structural knowledge). In all, there were eight writing measures and four reading measures. Each measure was used as a dependent variable in a separate multiple regression analysis. Results did not support the idea that reading and writing are identical in terms of underlying knowledge. The correlations between the reading and writing variables were significant, but they were much lower than would be expected given the assumptions regarding the relationship between reading and writing. (HOD)

ED 268 534 CS 209 653

Willinsky, John

The Impact of Literacy: Learning to Write.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Dec 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
GRANT- 410-84-0046
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 1; Literacy; Primary Education; Self Concept; Sequential Approach; *Student Attitudes; *Teaching Methods; Vocabulary Development; Workbooks; *Writing Improvement; *Writing Instruction; *Writing Readiness; *Writing Research
IDENTIFIERS- *Expressive Writing

A study contrasted two first grade writing programs to ascertain changes in the students' regard for writing in a manner that could be measured and compared. One writing program encouraged students to write expressively and find their way into print, while the other program used the more traditional or skill-sequenced approach through preparatory steps. It was hypothesized that students using the expressive writing strategy would show measurable improvement in three aspects: (1) the students' understanding of the function of writing, (2) their attitude toward writing, and (3) their regard for themselves as writers. The pretest and posttest instrument consisted of 24 questions that covered writing function, attitude, self-concept, and technical vocabulary. The writing programs were monitored by collecting samples of work from six randomly chosen students from each of six classrooms. Results showed the expressive writing students improved in their grasp of technical writing terms, and yet the two groups did not appear to differ significantly in their regard for themselves as writers. In addition, the expressive writing classes' positive responses to writing declined over the course of the year while the skill-sequenced class did not grow appreciably more positive toward writing. (HOD)

ED 268 563 CS 209 708

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Et Cetera."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 55p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Clarkstown High School North, Congers Rd., New City, NY 10956 (Magazine only--profile not included--$3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Et Cetera," the magazine published by Clarkstown High School, New City, New York. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of the magazine is appended. (HTH)

ED 268 576 CS 209 721

Lain, Laurence B.
Reader Perception of Newspaper Mug Shot Subjects in Photos and in Stories.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Bias; Editing; Higher Education; Journalism; *Media Research; *Newspapers; News Reporting; Opinions; *Photographs; Photojournalism; Public Opinion; *Reader Response
IDENTIFIERS- *Mug Shots; *News Stories

A study investigated whether newspaper mug shots are perceived by readers as being positive or negative in tone and whether the mug shots that are selected match the roles of their subjects in accompanying stories. Twenty-three news and feature stories with associated mug shots were clipped from seven daily newspapers. Pictures and stories were then separated, and the pictures were distributed to 51 undergraduate students who were asked to indicate whether each photo gave them a positive, negative, or neutral impression of the subject. The stories that had originally accompanied the pictures were distributed to a different group of 66 undergraduates who were also asked to state their impressions of the subjects in stories. Analysis of the results indicated that readers agree significantly on their impressions of subjects in the stories, as did the group who viewed only the mugshots. The fact that the impressions of the subjects were similar whether the story was read or the mugshot alone was viewed indicates that editors may have based their selection of accompanying photos on their subjective impressions of the stories. In the interest of remaining fair and impartial, editors should exercise caution in their selection of mug shots. (Tables of findings are included). (DF)

ED 268 590 CS 505 226

Rossi, Ana M.; Todd-Mancillas, William R.

Machismo as a Factor Affecting the Use of Power and Communication in the Managing of Personnel Disputes: Brazilian Versus American Men Managers.

PUB DATE- Feb 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Communication Research; Comparative Analysis; *Cultural Influences; Employer Employee Relationship; Foreign Countries; Interpersonal Communication; *Organizational Communication; Peer Relationship; Problem Solving
IDENTIFIERS- Brazil; Communication Styles; *Machismo; *Management Styles

Acknowledging that the Latin American cultural concept of "machismo" influences the way in which Brazilian managers tend to use authority rather than communication when resolving disputes with subordinates, a study compared Brazilian and American male managers' self-reported preferences for resolving disputes with employees and peer managers. Forty American and 40 Brazilian males in middle and top management positions each read a packet of four scripts describing various problems that a manager might have with an employee or another manager of equal status. Subjects were then interviewed to determine how they would resolve the problems. Responses were assigned to one of three classifications: communication, organizational power, or mixed approach. Results indicated consistent differences between American and Brazilian managers in their preferred ways of resolving disputes with employees and peer managers. American managers appeared somewhat more flexible as indicated by their greater use of communication strategies, while Brazilian managers appeared much more likely to respond rigidly and authoritatively to real and perceived insubordination. The only instance in which Brazilian managers were likely to use communication was when an employee appeared justifiably reluctant to take on a new task not included in his or her job description. Although it appeared that Brazilian managers are more authoritarian in their treatment of employees than are American managers, it should not be inferred that they are less communicatively competent than American managers. (HTH)

ED 268 268   CE 043 973

Program Guide for Industrial Electricity 8727000 (IN47.013902) and Commercial and Industrial Electricity ETI0810 (IN47.019902).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 85

NOTE- 161p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Admission Criteria; Audiovisual Aids; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; *Electricians; *Electricity; Occupational Information; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education

IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in industrial electricity and commercial and industrial electricity. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the commercial and industrial electricity program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the commercial and industrial electricity curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 281 CE 044 043

Heath-Camp, Betty; And Others
Data Collection Techniques in Vocational Education Research: A Comparative Analysis. A Symposium Conducted for the American Vocational Education Research Association (Atlanta, Georgia, December 7, 1985).
PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiotape Cassettes; Comparative Analysis; *Data Collection; *Educational Research; Field Interviews; *Interviews; *Questionnaires; *Research Methodology; Research Needs; Research Problems; Surveys; Telephone Communications Systems; *Vocational Education

This document consists of four symposium papers each providing a critical examination of a particular data collection technique in vocational education research. Texts of the following presentations are provided: "Mail Survey Research," by Betty Heath-Camp; "The Telephone Interview as a Data Collection Technique," by James P. Key; "The Personal Interview as a Data Collection Technique," by Maureen E. Kelly; and "The Audio Cassette Tape as a Data Collection Technique," by Ismail bin Yahya. (MN)

ED 268 351 CE 044 263

Computers in the Workplace: Selected Issues. Report No. 19.
National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Mar 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; Career Education; Computer Literacy; *Computers; Computer Science Education; *Dislocated Workers; *Educational Change; Education Work Relationship; Employment Qualifications; *Job Skills; *Job Training; Position Papers; Postsecondary Education; Reduction in Force; Retraining; Role of Education; Secondary Education; *Technological Advancement

This policy statement and report on computers and jobs examines some of the changes that are affecting jobs and the preparation of both young people and adults for those jobs. The policy statement addresses these selected issues: preparation of firms and new and experienced workers for the introduction of computers into the workplace, the role of schools and training institutions, and information needs to aid policymaking. Findings are that existing strategies for adopting computers are appropriate for handling human resource adjustments; careful planning is the key to effective integration; good basic skills continue to be critical; computer skills are an addition to, not a replacement for, other job skills; and education and training institutions should make changes in course offerings and procedures. The staff report that comprises most of this document assesses some employment consequences of the "computer revolution." Topics include the spread of computers, computers' effects on jobs, the role of human resource decisions, job loss and worker displacement, current estimates and projections of displaced workers, the amount of computer training workers need, and the role of educational institutions. Listings of reports and publications of the National Commission for Employment Policy are attached. (YLB)

ED 268 378 CE 044 326

Bishop, John; And Others
Incentives, Learning, and Employability.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 100p.
GRANT- NIE-G-83-0005-P-5
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Behavior Modification; Comparative Analysis; Competition; Cooperation; Credit No Credit Grading; *Employment Potential; *Incentives; *Learning Motivation; Models; *Motivation Techniques; Pass Fail Grading; Rewards; Secondary Education; *Student Motivation

This collection contains three studies of the relationship between incentives, learning, and employability. The first study, "Incentives, Learning, and Employability," by John Bishop, models students' choices concerning what to learn and how much effort to spend learning it in terms of the outcome of a comparison of benefits and expected costs and examines various strategies for use in increasing student motivation to learn. The second paper, "A Formal Model of School Reward Systems" by Suk Kang, examines pass-fail and graduated reward systems. The third paper, "The Design of Handicapping Systems for Rewarding Learning: A Mathematical Analysis of Intertemporal Issues" by John Bishop and Charles Wilson, examines alternative reward systems, a model of behavior, measures of cost-effectiveness, and student response to different reward systems. Appendixes to the third paper include the handicapping model and a discussion of the formulas used in the study; appendixes to the overall report include notes on the observational data collection procedure used, a discussion of the fair distribution rule in a cooperative enterprise, and an examination of the relationship between incentive schemes and effort level by the agents in a cooperative enterprise. (MN)

ED 268 391 CE 044 355

Zahniser, Gale; And Others

Helping the Dislocated Worker: Employer and Employee Perceptions. Research and Development Series No. 243D.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 97p.; For related documents, see ED 241 740-742.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD243D--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Change; *Coping; *Dislocated Workers; Employee Attitudes; Employer Attitudes; Employment Practices; *Employment Services; Guidelines; Human Services; Job Placement; Job Training; Outplacement Services (Employment); Retraining; *Unemployment; *Vocational Adjustment

This publication presents employer and employee perceptions regarding life and job adjustment patterns of dislocated workers. Its intended audience includes the various groups who work with dislocated workers, including service providers and outplacing and hiring employers, and the displaced workers themselves. Chapter I provides an overview of the problem of occupational adjustment. Chapter II analyzes job and life adjustment experiences of 120 blue-collar, dislocated workers. Seven categories of adjustments that workers reported making on new jobs are addressed. Eight worker profiles are included. Chapter III provides information from 17 employers who had hired dislocated workers. Information is presented regarding characteristics of reemployed workers and employer practices related to hiring, orienting, training, and supporting dislocated workers. Employers' observations concerning dislocated workers' job adjustment are also presented. Chapter IV reviews major problems dislocated workers experienced during unemployment and the assistance and services they sought and received. Workers' perceptions and recommendations are examined for three categories of services: informal assistance, government transfer payments, and special programs. Chapter V reviews worker and employer recommendations for service improvement. Guidelines for easing the unemployment-to-reemployment transition are offered for dislocated workers, hiring employers, and service providers. (YLB)

ED 268 435 CG 018 994

Price, Reese E.
A Delineation of Epistemic Possibilities in Explanations of Cognitive Development.
PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Cognitive Development; *Cognitive Processes; *Epistemology; *Learning Theories; *Psychology

Several epistemic formulations have been advanced to explain cognitive development. Many writers have divided the field of psychology into three basic underlying models: the mechanistic, organismic, and dialectic models. An examination of epistemic positions reveals five broadly defined positions on how behavior develops within a given organism. In position I, one can adhere to the notion that behavior and/or knowledge is innately inset. Within this position are the organismic viewpoints of Leibnitz, Gesell, and Descartes. In position II, the organizational elements necessary to a particular behavioral development are seen as either innately inset or as developing along epigenetic guidelines, while particular content displayed is seen as resulting from interaction with the external environment. Within position II are the organismic views of Kant and Piaget. Position III arises within the dialectical paradigm of Hegel and holds that factors intrinsic and extrinsic to the organism are necessary both to the organization and content of knowledge. Position IV, in the dialectical paradigm of Marx, holds that an active organism both generates changes in the structure and organization of the external environment and derives organization and content of its intellect from external sources. In position V, both form and content of behavior are derived passively from external sources, with some account being taken of the material realities as causal in the organism. This mechanistic view is found in more radical forms of behaviorism. (NB)

ED 268 507 CS 008 406

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 16p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biofeedback; Cognitive Style; Comparative Analysis; Computer Assisted Instruction; *Content Area Reading; *Doctoral Dissertations; Early Reading; Elementary Secondary Education; Illustrations; Locus of Control; Oral Language; Perception; *Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; Reading Strategies; Vocabulary Development; Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) the effect of selected biofeedback techniques on reading comprehension in a high school chemistry class; (2) an investigation of volunteer and nonvolunteer parents concerning students' reading achievement and attendance; (3) the relationship of locus of control and specific reading achievement scores of third and fourth grade students; (4) an analysis of first graders' oral language and receptive vocabulary compared with their reading achievement; (5) strategies for comprehension of extended and holistic metaphor/analogies in science textbooks by fourth-grade students; (6) correlates of early reading ability; (7) the relationship between elementary teacher absenteeism and the achievement of elementary pupils in reading and mathematics; (8) the relationship of reading achievement and study orientation among a public high school population, a public alternative high school population, and an identified juvenile delinquent population; (9) factors affecting reading achievement retention over summer vacation; and (10) the influences of gender, work and social habits, and content area on teachers' perceptions of reading abilities and scholarship among middle school students. (HOD)

ED 268 605 CS 505 258

Preston, Twila L.; Todd-Mancillas, William R.
A Grounded Ethnographic Inquiry into Teacher Oral Feedback.

PUB DATE- 10 Nov 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Communication Research; *Feedback; Higher Education; *Oral Language; Self Esteem; Speeches; *Speech Instruction; Speech Skills; Student Attitudes; *Student Reaction; Teacher Role; *Teacher Student Relationship

A study explored (1) the types of teacher oral feedback statements student speakers identify as helpful in improving their speeches, and (2) the types of oral feedback they identify as making them feel either good or bad about their speaking abilities. The student speakers--two female graduate students and a female graduate teaching assistant--were given one week to prepare an informative speech. The speeches were then videotaped, along with the instructor's oral critiques. While viewing the tapes, the students identified statements they perceived as helpful in improving their speaking ability and those that either increased or decreased their self-esteem. Students most frequently identified as helpful the feedback that was directed toward them personally and which focused on specific features of the speeches. They perceived complimentary feedback as promoting good feelings about their speaking abilities, but of limited usefulness in helping them learn how to improve their skills. Critical statements were sometimes perceived as promoting negative feelings; however, in some cases, these statements were perceived as enhancing self-esteem. This was most likely to occur when the critical comments were accompanied by positive nonverbal immediacy behaviors, such as smiles and reassuring gazes. (FL)

ED 268 282 CE 044 045

Rodewald, Dave
Math Basic Skills Module for Disadvantaged Electronic Students. Final Report.
Lake Washington Vocational Technical Inst., Kirkland, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 85
NOTE- 109p.; Student Handbook and Electronics Math Processes and Solutions for Basic Mathematics for Electronics listed in document are not available from ERIC.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Curriculum Development; *Disadvantaged; *Electronics; Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; Material Development; Mathematical Formulas; *Mathematics Skills; Metric System; *Remedial Instruction; Secondary Education; *Technical Education; Vocabulary; Vocabulary Development

A project was undertaken to develop a remedial academic curriculum and materials that would help disadvantaged students gain the basic mathematics skills necessary to succeed in an electronics program. Major activities of the project included development of a bibliography of currently available math resource books with materials appropriate for use with disadvantaged students, a school staff evaluation of the current electronics program with regard to students' math needs, evaluation of the remedial program currently in place for electronics students, and development of a student handbook that includes a step-by-step process for solving electronics-related algebra problems. Appendixes (the major portion of the report) include a discussion of the scope and sequence of electronics-related math concepts and processes; vocabulary, metric relationships, and mathematical formulas for electronic-related math; guidelines for using a three-prong model to plan instruction of electronics-related math; and a bibliography. (MN)

ED 268 296 CE 044 134

Vocational Agriculture Computer Handbook.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 85
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Production; Agricultural Skills; *Agriculture; Business Skills; *Courseware; Environmental Education; Farm Management; Horticulture; Leadership; Postsecondary Education; Safety; Secondary Education; Student Organizations; *Vocational Education; Word Processing
IDENTIFIERS- Courseware Evaluation; Kentucky

This document is a catalog of reviews of computer software suitable for use in vocational agriculture programs. The reviews were made by vocational agriculture teachers in Kentucky. The reviews cover software on the following topics: farm management, crop production, livestock production, horticulture, agricultural mechanics, general agriculture, leadership, safety, environmental education, and miscellaneous (word processing, filing systems, spreadsheets, and so forth). Each review is a one-page outline containing program name, vendor, purchase point, cost, coverage, difficulty, program description, suggested user level, suggestions for application or use, time required for teacher preparation and use, program requirements for use--equipment, books, materials--and reviewer comments. The final section of the catalog lists programs by subject area and provides vendor names and addresses for each one. (KC)

ED 268 310 CE 044 165

Coleman, Trudy; And Others
Dealing with Death. Coping with Crisis.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 24p.; For the other modules in this series, see CE 044 161-164.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; *Death; *Decision Making Skills; Diseases; *Grief; Learning Activities; Problems; *Problem Solving
IDENTIFIERS- 310 Project
This instructional packet is one of a series of five modules that emphasize a systematic decision-making model for common problematic situations. The steps of the model are identifying the problem, gathering information, developing and assessing alternatives, implementing a solution, and evaluating and modifying the solution. Aimed at adult basic education (ABE) students, each packet contains the following sections: pretest; objectives; information for the learner, with relevant exercises and worksheets, case studies that students can discuss together; and posttest. In addition, a form for students to evaluate the materials is provided. The packets were designed to be flexible, to stress problem-solving techniques that can be transferred to other situations, and to use community resources. Materials can be used on an individual or group basis, and usually can be used independently with evaluation and reinforcement provided by the teacher. This packet, on dealing with death, covers stages of the grief process, dealing with feelings, care for the dying person, wills, and funerals. (KC)

ED 268 324 CE 044 198

Malfetti, James L., Ed.
55+ Drivers: Needs and Problems of Older Drivers: Survey Results and Recommendations. Proceedings of the Older Driver Colloquium (Orlando, Florida, February 4-7, 1985).
AAA Foundation for Traffic Safety, Falls Church, Va.
PUB DATE- Feb 85
NOTE- 144p.
AVAILABLE FROM- AAA Foundation for Traffic Safety, 2990 Telestar Court, Suite 100, Falls Church, VA 22042 (1 copy free, multiple copies $2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); *Driver Education; Gerontology; Insurance; Middle Aged Adults; Motor Vehicles; *Older Adults; *Pedestrian Traffic; Surveys; *Traffic Accidents; *Traffic Safety

These proceedings include 11 background papers that were presented by a panel of authorities in traffic safety and/or gerontology who were professionally concerned with older drivers and pedestrians. Papers focus on the needs and problems of older drivers and on what can and should be done to deal with them. Recommendations to improve safety for older--and all--drivers are provided first in three categories: driver, vehicle, and highway. The papers are "Vision of the Older Driver: Implications for Vehicle and Highway Design and for Driver Testing" (Merrill J. Allen), "Safer Cars for Seniors" (Roy C. Haeusler), "Licensing the Chronometrically Impaired Driver" (Newman W. Jackson), "Auto Insurance: Needs and Problems of Drivers 55 and Over" (Edward R. Klamm), "The Driving Situation and Drivers 55-Plus: Comments by a Long-Interested Retired Traffic Engineer" (Burton W. Marsh), "Training and Retraining the Older Driver" (Adele M. Milone), "Impressions: An Amateur Looks at Senior Drivers" (Clifford C. Nelson), "The Older Driver and Highway Design" (David Solomon), "Musculo-Skeletal System Impairment Related to Safety and Comfort of Drivers 55+" (John D. States), "Learning and Motivational Characteristics of Older People Pertaining to Traffic Safety" (Darlene J. Winter), and "Interaction of Older Drivers with Pedestrians in Traffic" (Sam Yaksich, Jr.). Other contents include results of a survey to assess mobility and safety of older drivers in a report entitled "A Survey of the Traffic Safety Needs and Problems of Drivers Age 55 and Over" (Darlene Yee) and editor's comments. (YLB)

ED 268 338 CE 044 220

Eling, David R.
Dental Assistant Specialist. (AFSC 98150).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 6 Feb 85
NOTE- 637p.

LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; Correspondence Study; *Dental Assistants; *Dental Evaluation; *Dental Health; Distance Education; Equipment Utilization; Learning Activities; Medical Services; Military Personnel; *Military Training; Postsecondary Education; *Preventive Medicine; Radiology
IDENTIFIERS- Air Force

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for dental assistant specialists. Covered in the individual volumes are an introduction to dental services (the mission and organization of medical/dental service, career ladder progressions, medical readiness/wartime training, and Air Force occupational safety and health); basic sciences (dental anatomy, physiology, and histology; oral pathology; dental materials; and dental therapeutics); administrative functions and chairside assisting (dental administration, publications and dental supply, dental instruments, housekeeping and equipment maintenance, professional standards and general assisting procedures, and specialty assisting procedures); and dental radiology and preventive dentistry). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises, series of foldouts, and a change supplement are also provided. (MN)

ED 268 405 CG 018 964

Missing Children. Missing Children Data Collected by the National Crime Information Center. Fact Sheet for the Honorable Alfonse M. D'Amato, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-86-41FS

PUB DATE- 28 Jan 86

NOTE- 10p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00; prepaid to the Superintendent of Documents).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Children; *Crime; *State Legislation

IDENTIFIERS- *Missing Children Assistance Act 1984; *Missing Persons

This document is a fact sheet on missing children data collected by the National Crime Information Center (NCIC). The document contains details on the design of the NCIC system, state control for management and use of the system, access to the system, criteria for missing persons, number of active cases, and the unidentified persons file of the NCIC. The requirements of the Missing Children's Assistance Act of 1984 to be implemented by the Office of Juvenile Justice and Delinquency Prevention are described. A table gives data on whether individual states have state laws requiring entry into the NCIC, if there is a timeframe for entry, and what the timeframe is for each state. (ABL)

ED 268 421 CG 018 980

Carter, Robert T.; Sedlacek, William E.
Needs and Characteristics of Undergraduate International Students. Research Report #1-86.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 85
NOTE- 11p.; Best copy available. For a related document, see CG 018 990.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *College Role; *Foreign Students; Higher Education; Student Attitudes; *Student Characteristics; *Student Needs; *Undergraduate Students

Higher educational institutions in the United States have reported increased enrollment of international students in recent years. The Institute of International Education projects that, by 1990, on million international students may be attending colleges and universities in the United States. A study was conducted to determine the needs, interests, and goals of undergraduate international students at the University of Maryland, College Park. Entering undergraduate international students (N=56) from Asia, Latin America, Africa, and the Mideast completed an anonymous questionnaire concerning their backgrounds, goals, perceptions, and attitudes regarding their education, vocational plans, social issues, and self-perceptions. The results suggest that the international undergraduate students come from diverse cultural backgrounds. The students sampled tended to be supported by family members, both economically and psychologically. Students reported feeling that meeting U.S. students and learning to think independently would be difficult adjustments. International students reported high hopes and expectations of success. Since many international students experience financial, personal, and interpersonal difficulties at U.S. institutions, appropriate support services should be provided in order to facilitate their adjustment to the United States. (NB)

ED 268 449 CG 019 008

Sulzer-Azaroff, Beth

Behavior Analysis and Education: Crowning Achievements and Crying Needs.

PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavioral Objectives; *Educational Improvement; Elementary Secondary Education; *Learning Strategies; *Learning Theories; Postsecondary Education

IDENTIFIERS- *Behavior Analysis

Behavior analysis has contributed dramatically toward educational improvement. It has helped to produce impressive increases in rates and durability of simple and complex learning among students with widely disparate capabilities and levels of preparation. Behavior analysis has demonstrated that: (1) everyone can learn; (2) complex skills can be taught; (3) precise, general, and durable performance can be taught; (4) behavioral instruction can be cost effective; and (5) barriers to learning can be overcome. It has discovered ways to remove barriers to learning, such as inadequate student preparation or interfering behaviors. Its methodological rigor and the generality of its findings lend further support to the value of behavioral analysis for education. Nevertheless, many areas of concern remain to be addressed. Among others, these include the need for increased emphasis on both basic and applied research on learning and retention, and methods for promoting dissemination and utilization of effective behavioral instructional strategies. There may be several factors currently preventing the wide acceptance of behavioral methods. Many educators are unaware of or misinformed about the advantages of behavioral strategies. Even those who are aware of the benefits of behavioral strategies may lack the skill to implement them successfully. In addition, current contingencies impede or fail to support implementation of behavioral methods. Procedures are needed to inform educators about behavioral strategies, to shape behavioral skills, and to identify and manage various impediments and supports. An 11-page reference list is appended. (Author/NB)

ED 268 464 CG 019 023

Protecting America's Aged, Children, and Poor. Multi-Generational Needs; Multi-Generational Solutions. A Public Forum Presented by the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session, in Conjunction with the Annual Meeting of the American Public Health Association.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-540
PUB DATE- Feb 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; Children; *Disadvantaged; *Family Problems; Family Relationship; *Financial Problems; Government Role; *Health Needs; *Older Adults; Poverty; Public Health; Retrenchment
IDENTIFIERS- Caregivers; Congress 99th; *Gramm Rudman Hollings Balanced Budget Amendment

This document contains materials from a Congressional public forum which focused on multigenerational approaches to the health and economic problems of Americans. Introductory remarks are included from Fernando Torres-Gil, staff director of the House Select Committee on Aging; Victor Sidel, president of the American Public Health Association (APHA); and Pearl German, chairwoman of the APHA Gerontological Health Section. Anne Brushwood describes her experience of working to support her family while being the primary caregiver for three ailing relatives, and suggests ways of lessening the burden of care for families. Rosalie Kane, a University of Minnesota professor, discusses the interdependency of the aged and their families; the difficulties faced by families caring for a dependent elder; the impact of Medicare and Medicaid policies on the aged and their families; and priorities for reform. Jacob Clayman, chairman of the Leadership Council of Aging Organizations and president of the National Council of Senior Citizens describes how the health and financial needs of all Americans are interlocked and how actual budget cuts and those proposed under the Gramm-Rudman-Hollings Amendment jeopardize health programs for the young, the old, and the poor. A committee analysis of the impact of the Gramm-Rudman-Hollings Amendment on programs for the aged, children, and poor, and a report on multi-generational equity being prepared by the Gerontological Society of America are appended. (NB)

ED 268 478 CS 008 349

Cranney, A. Garr; Hollingsworth, Paul
The Improving Professionalization of College Adult Reading.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; Adult Reading Programs; Adult Students; College Faculty; Community Colleges; Community Education; Computer Assisted Instruction; Continuing Education; *Professional Development;

Program Evaluation; Reading Diagnosis; *Reading Instruction

Although college adult developmental reading does not enjoy the status of mainstream academic fields, it has made substantial progress toward that goal in the past three decades. Characteristics differentiating it from academic fields are its generalist orientation, its isolation from other disciplines, and its emphasis on practitioners as helpers, rather than as information specialists. It is apparent that new directions are being explored in the areas of diagnosis, materials development, and computer assisted instruction. To continue this trend, college-adult reading professionals need to develop an interdisciplinary perspective of adult reading and to provide services to their students that will enable them to meet the demand for the increasing literacy requirements of an information society. Six pages of references conclude the report. (LLZ)

ED 268 493   CS 008 386

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 7p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Cognitive Processes; Critical Thinking; Doctoral Dissertations; Higher Education; Nontraditional Students; *Reading Comprehension; *Reading Instruction; Reading Programs; Reading Rate; *Reading Research; *Reading Skills; *Reading Strategies; Sentence Combining; *Study Skills; Two Year Colleges

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the prediction of reading comprehension from critical thinking skills, cognitive thinking skills, and meaning vocabulary with college freshmen; (2) the effects of instruction in comprehension strategies on reading skills of academically underprepared community college students; (3) reading rate and comprehension for readers untrained and trained in rapid reading; (4) reading improvement programs in Wisconsin business and industry; (5) the relationships between reading and personality and WAIS scales at an open door community college; (6) the relationship of cognitive development, cognitive style, and reading ability with academic success of community college students enrolled in a human anatomy and physiology course; and (7) the effects of transformational sentence combining on the reading comprehension of college students. (FL)

ED 268 521 CS 008 432

Hill, Charles H.
Using Visualization and Relaxation in Learning Basic Skills.
PUB DATE- 86

NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Cognitive Processes; *Cognitive Style; Elementary Education; *Learning Strategies; *Neurological Organization; *Relaxation Training; *Teaching Methods; *Visualization

Educators are beginning to call attention to the failure to integrate right-brain, intuitive, holistic, visual processes into the curriculum. Approaches to right-brain education have characteristically called for the use of slow music, visual imagery, and relaxation techniques. Suggested principles for teaching basic skills include the facts that some learning best takes place when both the teacher and the children are relaxed, and that if the expected learning can be visualized inside the student's head, it will be better understood and retained. There are a variety of techniques to help students achieve a relaxed state, and a variety of techniques to help students become accustomed to visualizing in their minds. Suggested basic skills activities following relaxation include having the student visualize a blackboard and see each word appear as the teacher recites it or working multiplication problems on this imaginary blackboard as the teacher reads them; having students imagine themselves taking a test and being proud as they see themselves getting the answers correct and others telling them how well they did; and having students imagine what happened in a paragraph they just read from a reader or textbook, paying attention to what the people looked like or to the order in which events occurred. (HTH)

ED 268 550 CS 209 692

Olson, Carol Booth, Ed.
Practical Ideas for Teaching Writing as a Process.
California State Dept. of Education, Sacramento.

PUB DATE- 86
NOTE- 203p.; Photographs may not reproduce well.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00, plus sales tax for California residents, payment must accompany order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Prewriting; Research Papers (Students); *Revision (Written Composition); *Teaching Methods; Training Methods; Vocabulary Development; *Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *California Writing Project; National Writing Project; University of California Irvine

A collaborative effort on the part of teachers from and consultants for the University of California, Irvine/California Writing Project, this guide presents ideas for teaching writing as a process at all levels of the curriculum. Each section of the guide presents an essay introducing the section topic, followed by practical ideas for teaching that technique or stage of the writing process. Also included are applications of writing techniques at particular grade levels, descriptions of ways to modify assignments, new ideas that sprang from an original idea, and variations on a theme. Following an introduction to the California Writing Project, the contents of the guide are divided into the following sections: (1) the writing process; (2) prewriting; (3) prewriting in the elementary school; (4) prewriting in different subjects; (5) showing, not telling (a training program for student writers); (6) writing; (7) domains of writing; (8) writing the saturation report; (9) point of view in writing; (10) writing the I-search paper; (11) sharing/responding; (12) Reading Around Groups (RAGs) for sharing/responding; (13) rewriting/editing; (14) revising for correctness; (15) building vocabularies; (16) evaluation; and (17) evaluation techniques. (HOD)

ED 268 228 CE 043 860

Computerized Data Management System for Competency Based Vocational Education. Final Report from August 20, 1984 to June 30, 1985.

Saint Petersburg Vocational Inst., FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 85
NOTE- 43p.; The diskette developed by this project is not included.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Computer Managed Instruction; *Computer Oriented Programs; Data Processing; *Management Information Systems; *Microcomputers; Postsecondary Education; *Vocational Education

This report describes the development of a computerized data management system using microcomputers. Intended to assist teachers and administrators in vocational centers in managing competency-based vocational education (CBVE) instructional programs, the system was designed to be used on an individual computer, be used in networking, or be transferred to a mainframe computer. The computerized data management system was produced on diskettes compatible with TRS-80, IBM PC, and IBM-compatible computers. An appendix contains the handbook that consists of explanations for all printouts on the mainframe computer as well as copies of all printouts on the microcomputer. Descriptions of the various documents and printouts comprising the system are organized around three basic sections that correspond to three data management concerns faced in implementing competency-based learning--documenting program and task requirements, monitoring individual and class progress, and documenting and reporting mastery. A brochure explaining the computerized management system is also appended. (YLB)

McLaughlin, Henry
Supervising with Authority. Supervising: Principles and Practice of Supervision. The Choice Series #18. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-22-8
PUB DATE- 85
NOTE- 71p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Responsibility; Adult Education; Behavioral Objectives; Learning Activities; Management Development; *Power Structure; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Authority; Great Britain

This learning unit on supervising with authority is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to define authority, distinguish between different types of authority, and use authority more effectively in the workplace. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include authority, kinds of authority, and using one's authority. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 256　　　　　　　　　　　CE 043 941

Holden, Richard J.
Training Plans. Supervising: Industrial Relations. The Choice Series #80. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-03-1
PUB DATE- 85
NOTE- 57p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Classroom Techniques; *Employer Employee Relationship; *Industrial Training; Instructional Development; *Labor Relations; Learning Activities; *Lesson Plans; Management Development; Planning; Postsecondary Education; Program Evaluation; Student Evaluation; *Supervisory Training; *Training Methods; Training Objectives
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in developing training plans. Discussed in the first two sections are the importance of training (the nature and benefits of a planned approach to training) and training plans (identifying training needs and preparing a training plan). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The third part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 366 CE 044 293

Caldwell, Melissa B.

Report from the National Conference on Collaborative Approaches to Serving Adult Learners (Racine, Wisconsin, April 29-May 1, 1984).

Johnson Foundation, Inc., Racine, Wis.; Kellogg Foundation, Battle Creek, Mich.; National Inst. for Work and Learning, Washington, D.C.

PUB DATE- 84
NOTE- 17p.; Photographs may not reproduce clearly.
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Career Development; *Cooperative Planning; *Cooperative Programs; Coordination; Delivery Systems; Dislocated Workers; Educational Cooperation; Educational Legislation; Federal Legislation; Financial Support; Illiteracy; *National Organizations; Policy Formation; Postsecondary Education; Program Descriptions; Retraining; *School Business Relationship; Skill Obsolescence; Training; Unemployment
IDENTIFIERS- Job Training Partnership Act 1982

This report summarizes a national invitational conference at which 36 representatives from business, industry, education, and government addressed the ways in which the issues of skill obsolescence, unemployment, illiteracy, displacement, and finance of career development affect adult learners, employers, and providers of education and training. The first section lists the conference objectives. Reported next are the opening remarks delivered by Tony Carnevale, an economist who spoke of the natural tension between U.S. educational and other (especially economic) institutions. The next section includes brief descriptions and contact persons of 32 exemplary collaborative projects and national resource organizations serving adult clients including the following: Arizona Business-Industry-Education Council Career Advancement Project; Boston College Worker Education for the 1980s; Career Development Council Worker Retraining Project; Compact for Lifelong Educational Opportunities Educational Maintenance Organization; Tuition Aid Project of the Industry Education Council of Contra Costa County, California; Public Investment in Higher Education project of the New England Board of Higher Education; Job Training Partnership Act (JTPA)-Adult Basic Education project of Rio Salado Community College; Rural Educational Adult Development in Idaho (READI) Project; National Committee for Reschooling the Adult Worker; and Human Resources Development Institute of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO). The final section of the report summarizes the closing remarks, which were delivered by Arlon Elser. (MN)

ED 268 535 CS 209 654

Newell, George E.

Recalling Important Information in Text: An Examination of Learning While Writing.

PUB DATE- Apr 85

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Essays; Grade 11; High Schools; *Language Processing; *Learning Processes; Notetaking; Reading Comprehension; Reading Writing Relationship; *Recall (Psychology); Study Skills; *Writing (Composition); Writing Processes

Recall data from eight eleventh-grade students were analyzed to determine the effects of writing tasks on recall of content and relationship units at three levels of importance in the content structure of 21 prose passages. The data were colelcted as part of an earlier study of the effects of three writing tasks (notetaking, answering study questions, and analytic essay writing) on learning information from prose passages. The results of the two studies showed that the level of importance and the interaction of highest level and essay writing enhanced the recall of those relationship units. An abbreviated prose passage is provided as a sample, as well as examples of prompts and student responses for the three writing tasks. (HTH)

ED 268 564 CS 209 709

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Chips from the Tree of Knowledge."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Washington Senior High School, 315 South Main Ave., Sioux Falls, SD 57102 (Magazine only--profile not included--$2.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Chips from the Tree of Knowledge," the magazine published by Washington Senior High School, Sioux Falls, South Dakota. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 577 CS 209 722

Lain, Laurence B.
The Funding of Secondary School Newspapers in Ohio.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Research; Faculty Advisers; *Financial Support; High Schools; *Journalism Education; *School Newspapers; School Publications; School Surveys; Student Publications
IDENTIFIERS- Ohio

A study identified the principal ways in which high school newspapers are funded in Ohio, particularly with respect to the public or private nature of the schools, the paper size, frequency of publication, the methods by which papers are printed, and the sorts of staffs that publish them. Of the 1,080 high schools listed for the state, 228 completed the survey, 160 of which reported publishing a newspaper. The results indicated that school size was related to the presence or absence of school newspapers, although there was no clear relationship between community size and publication of a paper. Public schools were more likely to sponsor student newspapers than were private or parochial schools. The most common publication cycle for papers was monthly, but nearly 40% of respondents published less often. Offset printing was the most popular means of reproduction, and the likelihood of using offset increased with the size of the school. Only 8% of the papers were printed in a school or district print shop. Overall, the greatest percentage of the high school newspaper budget came from single copy sales. Advertising and administration grants were also important sources of income, with fund raising, subscription sales, and student activities reported as less important sources. More than half the papers were published by classes receiving academic credit for the work. The results suggest that high school newspapers are not being published frequently enough, due in part to funding. The long-range problem of financing the newspaper will not be solved until journalism takes a more prominent place in the curriculum, thus also attracting advisors trained in journalism. (HTH)

ED 268 591 CS 505 227

Miller, Dianna K.
The Relationship between Childhood Television Viewing Habits and Adult Viewing Behaviors.
PUB DATE- Feb 86
NOTE- 55p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Attitudes; Childhood Attitudes; Children; Comparative Analysis; *Habit Formation; Higher Education; Secondary Education; *Television Research; *Television Viewing; *Use Studies

A study examined whether a relationship exists between childhood viewing habits and adult viewing behaviors. Questionnaires on childhood and adult viewing behaviors were completed by 557 students in a basic public speaking course, 86 residents of a university family housing unit, 74 vocational students, and 23 members of the local Jaycees organization. Presence of television in the childhood home was compared with presence of television in the adult home and with four of the five adult variables (excluding types): time spent viewing, types of programs watched, general interest levels, television viewing philosophy, and viewing companions. Each of four of the five childhood variables (excluding types) was compared with each of four of the five adult variables (excluding types) and also with presence of television in the adult home. The overall findings indicated that, in many ways, childhood viewing habits are related to adult viewing behavior. The relationship between childhood habits and adult behaviors appears to be especially strong and interrelated in the areas of number of hours spent watching television, general interest level, television viewing philosophy, and types of programs preferred. The results put into question the uses and gratifications argument that people actively view to gratify needs. (Tables of data are included.) (HTH)

ED 268 269 CE 043 974

Program Guide for Basic Marine Mechanics 8751000 (IN49.032600) and Marine Mechanics MTE0991 (IN47.030600).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Audiovisual Aids; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; Course Organization; Machine Repairers; *Maritime Education; *Mechanics (Process); Occupational Information; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; *Marine Occupations; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in basic marine mechanics and marine mechanics. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the two types of marine mechanics programs, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the marine mechanics curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 352 CE 044 264

Older Workers: Prospects, Problems and Policies. 9th Annual Report. Report No. 17.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- 85

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Age Discrimination; Aging (Individuals); Career Education; Dislocated Workers; Employment Opportunities; Employment Patterns; *Employment Practices; *Employment Problems; Employment Programs; Equal Opportunities (Jobs); Federal Programs; Income; Job Training; *Older Adults; *Personnel Policy; *Retirement; Unemployment

Part A of this report examines the causes of the labor market problems of older workers and the policies that could alleviate these problems. Chapter I presents an overview of the report, including a summary of findings and conclusions and recommendations for improving the employment conditions of older workers. Chapter II describes the general population and labor force trends over the last several decades and those projected for the future. Chapter III examines older workers' employment, unemployment, earnings, and income. It describes the extent and causes of the employment problems of older workers. Chapter IV discusses employer programs and practices and government programs designed to redress the employment problems of older Americans and to provide increased employment opportunities for these individuals. Chapter V describes the relationship of retirement decisions to various public and private policies. Chapter VI presents the major conclusions of the study. The report explains that for all older workers, decisions concerning training, employment, and retirement are interconnected; these interconnections are important because policies affecting any one of them have implications for the others. Part B briefly describes completed and ongoing projects, organized according to four National Commission for Employment Policy work groups: Programs and Policies Project, National Employment Policy and Older Americans Project, Changes in the Workplace Project, and Special Projects. (YLB)

ED 268 379 CE 044 327

Bishop, John; And Others
Recruiting Workers: How Recruitment Policies Affect the Flow of Applicants and Quality of New Workers.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 83
NOTE- 241p.; For a related document, see CE 044 336.
CONTRACT- 99-2-2297-50-40
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Employment Practices; *Employment Qualifications; Influences; *Job Application; *Job Performance; National Surveys; *Personnel Policy; *Personnel Selection; Productivity; *Recruitment

A study examined the impact of recruitment policies on the flow of job applicants and quality of new workers. The process of determining a recruitment and selection strategy appeared to be one of considering the trade-offs between engaging in extensive search (high number of applicants per offer) or intensive search (great amount of time spent per applicant) while minimizing the indirect costs of hiring. The number of job-seeker contacts was more responsive to variables describing the probability and number of vacancies than measures of attractiveness of the job. Most firms had a sufficiently autonomous flow of job seekers to avoid undertaking new recruitment efforts each time they had a vacancy. It appeared that since competition forces all firms to pay wages roughly equal to the market's assessment of a worker's generalized productivity, a firm can profit from hiring a worker only if (1) it has information about the worker not available to other employers that implies the worker is better than the market seems to think or (2) the worker has a comparative advantage in working at that firm. (Appendixes to this report include the second-wave report of the National Survey of Employer Hiring and Training Practices and the Employer Demand survey instrument.) (MN)

ED 268 436 CG 018 995

Lerman, Hannah

From Freud to Feminist Personality Theory: Getting Here from There.

PUB DATE- Aug 85
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Psychology; *Evaluation Criteria; *Feminism; *Individual Development; *Psychiatry; Theories
IDENTIFIERS- *Freud (Sigmund)

Neither Freud's original theories nor modern revisions of psychoanalytic theory serve women well. Because assumptions about the inherent inferiority of women are embedded at the core of the structure of psychoanalytic theory, the theory cannot be adequately revised for women. A new theory is needed which would serve women's interests better. Certain meta-assumptions which a feminist personality theory would likely include can provide a set of criteria by which a woman-based theory of personality and personality development could be evaluated. Such a theory should: (1) have clinical usefulness; (2) encompass the diversity and complexity of women and their lives; (3) view women positively and centrally; (4) arise from women's experiences; (5) remain close to the data of experience; (6) recognize that the internal world is inextricably intertwined with the external world; (7) not confine concepts by particularistic terminology or in terms of other theories; and (8) support feminist (or at least non-sexist) modes of psychotherapy. These criteria can be used to evaluate Freudian theory, contemporary psychoanalytic theory, and the theories of many feminists. Based on these criteria, Freudian psychoanalytic theory fails to meet the prerequisites for a feminist theory of personality. The feminist viewpoints of Nancy Chodorow, Jean Baker Miller, Luise Eichenbaum, Suzy Orbach, and Miriam Greenspan can all be evaluated by these criteria. It is difficult to develop a fully formed perspective on the psychological development of women that is psychodynamically based but which does not use psychoanalytic concepts, but it can and is being done. (NB)

ED 268 479 CS 008 350

DiSibio, Robert A.; Parla, JoAnn

Expand Children's Limits in Reading, Integrate REAP: Reading Experiences Associated with Partners.

PUB DATE- 6 Nov 85
NOTE- 10p.; Paper presented at the Annual Conference of the New York State Reading Association (19th, Kiamesha Lake, NY, November 5-8 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Elementary Education; *Individualized Instruction; Mastery Learning; *Peer Relationship; Reading Improvement; *Reading Instruction; Sciences; *Teaching Methods
IDENTIFIERS- *Reading Experiences Associated with Partners

The Reading Experiences Associated with Partners (REAP) approach to science combines reading process and product. Students work together sharing their ideas, interests, and knowledge. Results are recorded, and every effort is made to arrange the classrom so that it will aid students in meeting the task objectives. Children can be paired with a peer with whom they like to work, one who possesses similar prerequisite science skills, or one of similar or different ethnic background. Teachers act as guides, stimulators, facilitators, and questioners, as they move smoothly from pair to pair. Paired students select reading activities from a set of approximately ten task cards related to a particular reading concept, and must successfully complete eight of the ten tasks in order to fulfill competency in that area. Each task card contains an aim (give students directive purpose), an activity (a basic reading assignment that all students should successfully complete), and a challenge (an optional enrichment assignment). The REAP approach is fun, effective, inexpensive, and an option for the teacher who is concerned with providing as much individual assistance as possible. (HTH)

ED 268 606 CS 505 260

Staley, Constance Courtney; Shockley-Zalabak, Pamela

A Communication Profile of the Female Professional: An Exploratory Study.

PUB DATE- Feb 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Communication Skills; *Females; Interpersonal Communication; Metacognition; Nonverbal Communication; *Organizational Communication; Personnel Evaluation; *Professional Personnel; Self Evaluation (Individuals); Social Cognition; Verbal Communication
IDENTIFIERS- Communication Behavior; Communication Indicators; Communication Patterns; *Communication Styles; *Communicator Style

A study investigated the communication style of professional women in the work force. Subjects, 122 female professionals who had previously participated in a university sponsored management development workshop, completed a demographic profile sheet, the 51-question Norton Communicator Style Measure (CSM), and a communication proficiency assessment instrument measuring critical organizational communication skills that had been identified through a review of the literature. Results were then analyzed to determine whether unique combinations of style variables could predict professional females' achievement levels or supervisor and self-evaluations of communications proficiency, and whether there are unique combinations or communication styles that predict the communicator image of female professionals. The results showed that unique combinations of communicator style variables could not be used to predict female achievement levels or supervisory proficiency ratings. However, some unique combinations of

communicator style variables did appear to predict female self-proficiency ratings and overall communicator image. (DF)

ED 268 297 CE 044 136

Maday, John

Develop and Field Test Written and Performance Student Achievement Measures for Gardening-Groundskeeping and Landscape Operations. Final Report.

Florida Univ., Gainesville. Dept. of Agricultural and Extension Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 85
NOTE- 518p.
GRANT- 011-1515-5-1611
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; Competency Based Education; Criterion Referenced Tests; Field Tests; *Grounds Keepers; Job Analysis; *Landscaping; Postsecondary Education; Secondary Education; *Task Analysis; *Test Construction; Test Format; *Test Items; Vocational Education
IDENTIFIERS- Florida

A project was conducted in Florida between October 1, 1984, and August 31, 1985, to develop and field test criterion-referenced tests in the occupational areas of gardening/groundskeeping and landscape operations. The test instruments were constructed around the performance standards developed by the Florida Department of Vocational Education. These standards were first validated by incumbents in the field and a task analysis was constructed for all the standards verified. As a result of the project, two multiple-choice written tests of 193 questions each and performance standards to assess a student's competency in the occupational area of gardening-groundskeeping and landscape occupations and one test of 56 questions covering landscaping tasks not covered in the first two were constructed. The bulk of this document consists of appendices including the task list for gardening-groundskeeping and the two forms of the mastery tests for that occupation; a task list and mastery test for landscape operations and performance tests for six jobs that must be demonstrated; a description of the field test sites; item analyses tables; and task analyses for the gardening-groundskeeping and landscape operations occupations. (KC)

Bowman, Harry L.; And Others
A Process for Reviewing and Revising Accreditation Standards in Occupational Education Programs.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- Department of Vocational and Adult Education, Auburn University, Auburn, AL 36849-3501 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Administrator Attitudes; Administrator Characteristics; Agency Role; Educational Attitudes; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Postsecondary Education; Program Evaluation; *Standards; *Vocational Education
IDENTIFIERS- Southern Association of Colleges and Schools

While attending the December 12, 1984, Commission on Occupational Education Institutions (COEI) Delegate Assembly of the Southern Association of Colleges and Schools, 79 school personnel responded to a questionnaire to determine their attitudes toward accreditation standards. Measured were the following: respondents' perceptions of the priorities for review/revision of COEI standards and the importance of the standards in relation to institutional quality and (2) any differences in their perceptions related to demographic variables describing the personnel. The study found three standards that should be given highest priority for review, and three standards that clearly ranked lowest in priority. This finding indicates that sufficient agreement exists among school representatives to use their perceptions as the basis for selecting clusters of standards for review and revision. Since only two or three standards can be addressed each year by the Committee on Standards, such information is important for the Committee. The study also found that the assignment of review priority ranks by school personnel is related to one demographic variable--type of school represented--and applies to less than half of the standards. The strategy used in this study offers a methodology that can be used by accreditation organizations to ascertain the perceptions of their clientele regarding evaluative standards and criteria. The results of such assessments can provide an objective basis for determining the sequence in which the review and revision of standards or criteria might be addressed. (KC)

ED 268 406 CG 018 965

Lewis, Jeffrey R.
The Parent's Handbook: Understanding Child Sexual Abuse.
Oregon Governor's Office, Salem.
PUB DATE- Jun 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Children; *Crime Prevention; *Parent Child Relationship; *Sexual Abuse; *Social Services
IDENTIFIERS- *Oregon

This document, a resource tool on child sexual abuse for parents, was prepared by the state of Oregon. An introductory section defines child sexual abuse and discusses methods of prevention of such abuse. The prevention practices described include the following: (1) teaching children that they have the right to control who touches their bodies; (2) knowing where children are at all times; (3) not placing a child's name on his clothing; (4) giving children passwords; and (5) teaching children to deal safely with strangers. Tips for selecting a preschool or child care center are discussed. Indications of how to spot sexual abuse and ways of dealing with known abuse are discussed. Public and private agencies dealing with child abuse are listed for each county in Oregon. (ABL)

ED 268 494 CS 008 387

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 7p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Cloze Procedure; Comparative Analysis; *Compensatory Education; Doctoral Dissertations; Elementary Education; Federal Programs; Language Skills; Mastery Learning; Mathematics Achievement; Oral Reading; Reading Ability; Reading Comprehension; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; *Reading Research; *Reading Strategies; *Remedial Reading

IDENTIFIERS- *Elementary Secondary Education Act Title I

This collection is part of a continuing series providing information on recent doctoral dissertations. The six titles deal with the following topics: (1) a comparison of mastery and nonmastery learning approaches to teaching reading comprehension to Title I students in second through sixth grade, (2) induced mental imagery and the comprehension monitoring of poor readers, (3) the reading and mathematics achievement of Title I and non-Title I students in the Archdiocese of San Francisco, (4) the effects of instruction in text lookback strategies on fourth grade poor readers' comprehension ability, (5) training and generalization of oral reading responses of poor readers as functions of prosthetic reinforcement and discourse unit, and (6) using a modified cloze procedure to effect an improvement in reading comprehension in reading disabled children with good oral language skills. (FL)

ED 268 508 CS 008 407

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 9p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Basal Reading; *Cloze Procedure; *Content Area Reading; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Prisoners; *Readability; Reading Ability; *Reading Achievement; *Reading Research; Reading Tests; Student Placement; Textbooks

IDENTIFIERS- Gesell School Readiness Screening Test; Texas; Text Structure; Washington Precollege Testing Program

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) teacher self-assessment and analysis of feedback to student miscues during oral reading; (2) the humor found in basal readers appropriate to second and fourth grade students; (3) an investigation of the cloze reading inventory as a qualitative and quantitative measure of the reading proficiency of selected suburban school children; (4) using reading ability levels to determine appropriateness of school placement; (5) an investigation of the maze procedure in assessing reading levels of incarcerated adults; (6) an examination of the occurrences of narrative and expository text structures and the instruction for the two text structures in six basal reading series; (7) a study of the relationships of readability among elementary science textbooks adopted by Texas using five measures; (8) a comparison of the subtests of the Gesell School Readiness Screening Test as predictors of reading achievement; (9) the presence and function of illustrative materials in ninth grade social studies and science texts; (10) the validity and reliability of a ten percent random deletion cloze test for assigning students to content area textbooks; and (11) the ability of the Washington Pre-College Test English composite scores and high school grade point average to predict college English grades and overall college grade point averages, and the variables that affect the test scores. (HOD)

ED 268 229 CE 043 862

Lawton, Robert E.
Improving Follow-up Response Rate at Brevard Community College. Final Report from September 24, 1984 to August 31, 1985.
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 85
NOTE- 30p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; Community Colleges; *Data Collection; Followup Studies; *Graduate Surveys; *Motivation Techniques; *Program Improvement; *Responses; Student Motivation; Two Year Colleges; Vocational Education; *Vocational Followup
IDENTIFIERS- Brevard Community College FL; *Response Rates (Questionnaires)

A plan was developed to improve followup study response rates by refining techniques for data collection and improving student motivation to respond to daily requests. Factors affecting response rate to followup surveys were investigated, and alternative approaches were recommended. Findings indicated that current procedures--two mailouts of questionnaires to program completers followed by computer-generated postcards--were insufficient. The recommended followup procedure involved inclusion of the Social Security number on the Brevard Community College (BCC) completer and leaver list to make cross-referencing with the feedback list easier and more accurate, continuation of a revised mailed questionnaire that includes only the state-mandated questions, and provision of information concerning the impact of the new legislation about required placement rates in the cover letter. Another recommendation was increasing the amount of information gathered before a student leaves BCC through use of the accountability form for all vocational certificate programs and student completion of a program pre-completion form that provides employment data and name and address of an alternate contact. Upon implementation of the recommendations, the response rate substantially improved. Increased interest by instructors and division chairs helped in locating more graduates, and telephone calls to non-respondents contributed positively. (Sample information concerning the forms, questionnaires, and cover letters are appended.) (YLB)

ED 268 283 CE 044 064

Abendroth, Ruth B.
Research Factors That Affect Skills Center Enrollment. Final Report.
Spokane Area Vocational Skills Center, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 85
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Enrollment Influences; Grade 10; Grade 11; High Schools; *High School Students; Regional Planning; *Regional Schools; *Student Attitudes; Student Recruitment; *Vocational Education; *Vocational Schools

A study examined the attitudes of 546 randomly selected 10th- and 11th-grade students attending 14 public high schools serving the Spokane Area Vocational Skills Center to determine who and what influenced students' decisions to enroll in the center. Parents, friends, and counselors were ranked as people who influenced the students' interest and enrollment in the skills center, with attenders indicating a more positive influence than nonattenders. Half the students felt that students should first hear of the skills center in ninth grade whereas 26 percent felt they should be made aware of the center in the eighth grade. The center's general brochure, video presentation, and slide show were considered effective methods of informing students about the skills center. Responses from nonattenders indicated that the skills center's image is good. Among those areas of the center's operation that were mentioned as problems were credits for graduation, graduation and college requirements, lack of skills center offerings, science and math requirements, length of the skills center day, and the need for semester classes. A survey of selected members of the area's business community indicated that the curriculum offered at the skills center is now important and will continue to be important in 6 years. (This report includes the student and business survey instruments and the survey computer program.) (MN)

ED 268 325 CE 044 200

Oversight Hearings on the New GI Bill. Hearings before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Ninth Congress, First Session (November 19 and 21, 1985).

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- Nov 85
NOTE- 435p.; Serial No. 99-39. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal Legislation; Hearings; Military Personnel; Military Service; Postsecondary Education; Program Administration; *Program Implementation; *Student Financial Aid; *Training Allowances; Veterans; *Veterans Education
IDENTIFIERS- Congress 99th; *G I Bill

This document reports on two congressional hearings to review the implementation, administration, and structure of the new GI Bill, contained in Public Law 98-525. Purpose is to evaluate the early stages of implementation and to determine changes that may be needed to maximize the GI Bill's effectiveness. Testimony includes statements and prepared statements from U.S. Representatives and individuals representing the U.S. Coast Guard, Department of Defense, U.S. Army, Air Force, Navy, National Association of Veterans Program Administrators, Marine Corps, Aircraft Owners and Pilots Association, American Association for Counseling and Development, Non Commissioned Officers Association, Veterans' Administration, National Guard Bureau, National Guard Association, and National Home Study Council. Material submitted for the record includes written committee questions and their responses. (YLB)

ED 268 339 CE 044 223

Walters, Norma J.
Installation Ceremony.
Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 85
NOTE- 12p.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Equipment; Guidelines;

*Leadership Training; *Parliamentary Procedures; Postsecondary Education; *Student Organizations; Teacher Education
IDENTIFIERS- *Ceremonies

This document provides instructions for conducting an installation ceremony for a student organization. The ceremony may be used as a sample in an inservice workshop for teachers and prospective teachers as well as in leadership training workshops for youth or teacher education programs. The instructions contain a list of suggested symbols and materials that may be included: the American flag, state flag, organization emblem, gavel, Robert's Rules of Order, ribbons, candles, and pins for officers. In addition, a sample installation procedure is explained. This sample installation ceremony was written to provide a typical ceremony that could be used with only a few specific terms inserted which apply to a particular organization or may be used as a guideline for an organization to write its own ceremony. (KC)

ED 268 392 CG 018 950

Pergander, Barbara; Harnagel, Ardis
Advisor/Advisee Handbook, 1985-1986. Round Lake Senior High School.
Round Lake Area School District 116, IL.
PUB DATE- Mar 85
NOTE- 13p.; Document presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986). Prepared at Round Lake Senior High School.
AVAILABLE FROM- Round Lake Senior High School, 800 North High School Drive, Round Lake, IL 60073 ($8.00/copy; $6.00 quantity price).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Guidance; Educational Planning; High Schools; *High School Students; *Pupil Personnel Services; School Counseling; School Counselors; *Secondary School Curriculum; *Student Development

This information packet contains sections from a high school advisor/advisee handbook and the accompanying student planning guide. The introduction explains the roles and responsibilities of advisors, lists four goals of the advisement program, and lists three areas of focus of the program: (1) self-awareness; (2) career awareness; and (3) school awareness. Three objectives for the 1986-87 school year are also given. The structure of the 1985-86 advisement program is outlined briefly and responsibilities of program directors, the facilitator activity group, and the advisory teams are listed. Sections on questions and answers, advisement outcomes for students, a description of advisor qualities, and the role of the counselor illustrate the general thrust of the program. A student planning guide to help students plan their high school courses around their eventual career goals is included and requirements for five different high school pathways (honors, college, liberal arts, vocational/occupational, and general) are presented in table form. Also included are a list of ideal characteristics of an advisement program and a list of advisement resources. (NRB)

ED 268 422 CG 018 981

Carter, Robert T.; Sedlacek, William E.

Interracial Contact, Background and Attitudes: Implications for Campus Programs. Research Report #13-84.

Maryland Univ., College Park. Counseling Center.

PUB DATE- 84
NOTE- 15p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *College Environment; College Freshmen; Higher Education; Interpersonal Relationship; Racial Differences; *Racial Relations; Sex Differences; *Student Attitudes; *Student College Relationship; *White Students

If educators, counselors, and student personnel workers are to provide services to students which would be perceived positively by various racial groups, an understanding of interracial perceptions and attitudes is extremely important. A study was conducted to examine the current state of interracial attitudes among students at the University of Maryland in College Park, and to determine whether or not there have been any changes in interracial attitudes and perceptions among black and white students since the 1970's. An anonymous questionnaire on interracial attitudes was completed by 437 college freshmen. Twelve percent of the sample were black; 88 percent were white. In general, it was found that whites and blacks who had racially isolated backgrounds seemed to have similar interracial attitudes, while blacks who had racially mixed experiences held different attitudes regarding interracial contact. Subjects who had little interracial contact in their pasts tended to report that minorities were treated no differently by the university than were white students. Blacks who had more interracial contact believed that minorities were treated differently by the university than were whites, and these subjects were more likely than racially homogeneous blacks to feel that the university did not foster respect for cultural differences. These findings suggest that intraracial differences may be more variable than interracial differences. (NB)

ED 268 450 CG 019 009

Steil, Janice M.; Turetsky, Beth
Marital Influence Levels and Psychological Symptomatology: Are There Psychic Costs to Inequity?
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dual Career Family; Employed Women; *Individual Power; *Marital Satisfaction; Marriage; *Mothers; *Sex Differences; Sex Role; Spouses; *Stress Variables

IDENTIFIERS- *Egalitarianism

Previous research has shown that among married couples, housewives experience the highest levels of psychological distress, employed husbands the least, and employed wives experience levels of stress somewhere in between. This study examines whether employed wives' symptomatology can be explained by the extent of their influence within the marriage relative to that of their husbands. Questionnaires which independently assessed husband's and wife's stresses were completed by 815 dual career couples. Questions measured educational and employment demographics, family and career satisfaction, allocation of domestic and decision making responsibilities, mental health symptomatology, and achievement concerns. Eighty-four percent of the subjects reported equal or almost equal relationships. For the most part, the more egalitarian the marriage, the greater was the wife's satisfaction with the marriage and the lower was her symptomatology. The exception to this was the finding that the greater the husband's responsibility for household tasks, the higher the level of the wife's symptomatology. Mothers tended to have less egalitarian marriages than wives without children. (ABL)

ED 268 465 CG 019 024

Consumer's Choices to Funeral Planning. A Consumer Publication by the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-541
PUB DATE- Feb 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Consumer Education; *Consumer Protection; *Costs; *Death; *Guidelines
IDENTIFIERS- Congress 99th; *Funerals

This Congressional consumer publication, done in conjunction with the Continental Association of Funeral and Memorial Societies, was written to help consumers have the type of funeral they want at a cost they can afford. Guidelines are provided which will educate the funeral consumer before and during funeral planning. Also included in this guide are the major provisions of the Federal Trade Commission (FTC) Funeral Industry Practices Trade Regulation Rule which was enacted to enable consumers to obtain itemized information when making funeral arrangements. Chapters deal with: (1) the importance of preplanning; (2) the FTC Funeral Rule; (3) consumer choices for funerals, direct disposition, memorial services, cremation, do-it-yourself plans; body/organ donations; and relative costs of alternatives; (4) memorial societies; (5) prepayment and possible alternatives to prepayment; (6) cemeteries; (7) death benefits, including Social Security benefits, Veterans Administration benefits, and other death benefits; (8) cautions; and (9) a form to complete for recording one's wishes concerning one's own funeral. The section on cautions contains a list of 12 consumer, licensing, and professional groups that consumers may contact for assistance or information on funeral matters. A bibliography is included. (NB)

ED 268 522 CS 209 182

Dixon, John; Stratta, Leslie
Character Studies - Changing the Question. Response to Literature Booklet 1.
PUB DATE- 85
NOTE- 31p.
AVAILABLE FROM- Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton S09 4YL England (35 pence).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Characterization; Educational Assessment; *Essay Tests; Instructional Material Evaluation; *Literature Appreciation; Reader Response; *Test Construction; Testing; Writing Evaluation

Noting that the predominant questions about characters in literature exams steer students away from reflection about the characters, this booklet on constructing exam questions analyzes current failures in character studies and reviews existing starting-points for an alternate approach. The firt section--on limiting assumptions in current character questions--discusses how wording misdirects response and the students' choices of the personal and impersonal stance, the informality/formality of the relation with the reader, and the degree of assertiveness/tentativeness. The second section--on emerging alternatives--discusses responses that start from the particulars of the characters, looks at key words and their implications and assumptions, and summarizes the kinds of guidance teachers should offer their students before they write their character sketches, in terms of writing from a personal stance, the role of the teacher as reader, dealing with the general and the particular, and keeping character assessments exploratory and tentative. Finally, the booklet discusses suggestions for working these ideas out in practice. (EL)

ED 268 536 CS 209 656

Presseisen, Barbara Z.

Critical Thinking and Thinking Skills: State of the Art Definitions and Practice in Public Schools.

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Apr 86
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; *Critical Thinking; Educational Change; *Educational History; *Educational Improvement; *Educational Philosophy; Educational Practices; Educational Research; *Educational Trends; Elementary Secondary Education

Focusing on the revival of interest in teaching critical thinking as a major goal of schooling in American education, this paper examines why it has recurred, what is being emphasized, and, if there is significant change since the past occurrences, what has made that possible. Among the questions the paper addresses are: (1) what the renewed interest in critical thinking means to educators in elementary and secondary schools, (2) how critical thinking is being approached today compared to orientations advocated over the past 40 years, (3) how critical thinking compares to other kinds of thought processes also being emphasized in current efforts to improve school programs or to strengthen instruction of the nation's youth, and (4) what the results are--in terms of student achievement--of introducing critical thinking into the classroom. The paper concludes with an eight-page bibliography, a list of thinking skills meetings and conferences for 1984-1986, and a list of organizations in the Association for Supervision and Curriculum Development's Collaborative on Teaching Thinking. (HOD)

ED 268 551 CS 209 693

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 15p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Patterns; Case Studies; Cognitive Processes; Content Area Writing; Discourse Analysis; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Language Styles; Prewriting; Revision (Written Composition); *Rhetoric; Student Behavior; *Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Audience Awareness

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 30 titles deal with a variety of topics, including the following: (1) writing performance and its relationship to the writing attitudes, topic knowledge, and writing goals of college freshmen; (2) representational semantics; (3) the cognitive processes of competent third grade writers; (4) the role of audience in the revision strategies of basic writers; (5) discourse mode, enabling metaphors, and styles of closure in the composing process; (6) assessing the potential syntax development of third and fourth grade writers; (7) perceptions, processes, and productions of the beginning writer; (8) prepositions in the writing of children in grades three through eight; (9) prewriting behaviors of field dependent and field independent remedial writers in a college writing center; (10) rhetorical maturity and Perry's model of intellectual development; (11) the rhetorical design and function of the proposal; (12) the paragraph in academic writing; and (13) the effects of listening and writing skills training on writing performances of business communications students. (HOD)

ED 268 592 CS 505 230

McCroskey, James C.; McCroskey, Linda L.
Self-Report as an Approach to Measuring Communication Competence.
PUB DATE- Apr 86

NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Communication Skills; Interpersonal Communication; Public Speaking; Self Concept; *Self Evaluation (Individuals); Test Reliability; *Test Validity
IDENTIFIERS- Communication Competencies; *Self Report Measures

Self-report measures of perceived communication competence used properly can help build understanding of communication behavior, but used as indications of communication performance can only retard such efforts. Not all uses of such instruments are either legitimate or appropriate--for example, using self-report measures to determine an individual's actual communication competence. None of the scales currently used to measure perceptions is appropriate because none asks the subjects to estimate their perceived competence level, each is based on differing definitions of communication competence resulting in dissimilar items on the measures, and most are restricted to either an interpersonal or a public speaking context. In an ongoing research program related to willingness to communicate, it was found that no appropriate measure of self-perceived competence was available. Consequently, the Self-Perceived Communication Competence (SPCC) scale was developed. The SPCC is composed of 12 items chosen to reflect four communication contexts--public speaking, talking in a large meeting, talking in a small group, and talking in a dyad--and three common types of receivers--strangers, acquaintances, and friends. Results of an initial study using the SPCC were compared with those of others completed by the same subjects. The correlations suggest substantial personality influence in individuals' perceptions of communication competence. The strong correlation with willingness to communicate also suggests the potential impact of self-perceived communication competence on actual communication behavior. While the SPCC appears to be a valid measure of self-perceptions, it is not a valid measure of actual communication competence. (HTH)

ED 268 243 CE 043 928

Tait, William
Taking Decisions. Supervising: Principles and Practice of Supervision. The Choice Series #20. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-65-1
PUB DATE- 85
NOTE- 65p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Decision Making; Decision Making Skills; Learning Activities; Management Development; *Problem Solving; *Risk; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on taking decisions is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to apply good principles of problem solving and making decisions so that his/her workteam is able to be, and to stay, productive. An introduction provides an overview of the unit and lists unit objectives. Parts A through E contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include taking decisions at work, information for decision taking, risks involved in taking decisions, six stages in problem solving, and checklists for taking decisions. Part F contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part G consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 257 CE 043 942

Holden, Richard J.
Training Sessions. Supervising: Industrial Relations. The Choice Series #81. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-10-4
PUB DATE- 85
NOTE- 68p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Classroom Techniques; *Employer Employee Relationship; *Industrial Training; Instructional Development; *Labor Relations; Learning Activities; *Management Development; Postsecondary Education; Program Evaluation; Student Evaluation; *Supervisory Training; *Training Methods; Training Objectives
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in planning and implementing training sessions. Discussed in the first three sections are the following topics: the importance of a planned approach to training; implementation of instruction (job instruction and the learning process, the step-by-step approach to training, active learning, reinforcement, motivation, and adaptation of instruction to suit the learner); and follow-up and feedback (checking progress and assessing the effectiveness of training). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 353 CE 044 265

Raat, Jan H.

Physics as Preparation for Technical and Vocational Education. Research in the Netherlands.

PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the International Vocational Educational and Training Association/American Vocational Association Convention (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Development; Educational Research; Females; Foreign Countries; *Physics; *Science Curriculum; Sciences; Science Teachers; Secondary Education; Student Attitudes; Teacher Attitudes; Teacher Education; *Technical Education; *Technology
IDENTIFIERS- *Netherlands

For three reasons it is important to pay attention to the aspect of technology in the physics curriculum. First, physics and technology are closely related. Second, elements of technology in the physics curriculum can contribute to the process of career choice by pupils at general secondary schools when they think of going to a technical school later on. Third, starting from the physics curriculum, contributions can be made to the new, separate subject of technology. Two projects in the Education of Physics section of the Physics Faculty of the Eindhoven University of Technology address the relationship between physics and technology. The project Physics and Technology is considering elements of technology in the physics curriculum. Present activities concentrate on (1) what is technology and what is meant by technology in the physics curriculum, (2) what is the attitude of pupils and physics teachers toward technology, and (3) construction and evaluation of courses on physics and technology. The MENT (Meisjes en Natuurkunde en Techniek--Girls and Science and Technology) project is contributing to the position of girls in physics and technology education. The Education of Physics section has two tasks: physics teacher training and research in the field of physics education. (YLB)

ED 268 407 CG 018 966

Rooney, Teresa L.
Tracking Juvenile Recidivists: Three Options for Creating Statewide, Longitudinal Records of Juvenile Offenders.
California State Dept. of Justice, Sacramento.

SPONS. AGENCY- California State Legislature, Sacramento. Assembly.
PUB DATE- Aug 85
NOTE- 193p.; Portions printed on colored paper. Appended forms contain small print.
AVAILABLE FROM- Bureau of Criminal Statistics and Special Services, P.O. Box 13427, Sacramento, CA 95813.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Crime; *Delinquency; Delinquent Rehabilitation; Juvenile Courts; *Recidivism; *Recordkeeping; *State Action; *Statistical Data

This document describes three options for a statewide statistical system for tracking recidivism of juvenile delinquents placed outside their homes in treatment programs. The information is intended for use by the state in allocating resources. The options described involve potential use of juvenile court records, placement data, and/or fingerprinting. The background of the legislation requiring a report on tracking juveniles and the project methodology are described. The issues to be evaluated are discussed, including information needs and definitions of recidivism and rehabilitation treatment programs. Current laws, regulations, and practices pertaining to recordkeeping on criminals and delinquents are described with emphasis on fingerprinting, collection of juvenile records, confidentiality of records, authorizing statutes, the Bureau of Criminal Identification, automated criminal history system, and current operating statistical systems. The three options are described in detail with related materials included on access to juvenile records, required legislation, and projected costs. Appendices include a copy of the relevant legislation (Assembly Bill 2755); a summary of interviews with Juvenile Justice System practitioners and others; extensive exerpts from California criminal record security statutes and regulations; a policy statement on release of offender information; and sample Justice Department forms. A reference list is also provided. (ABL)

ED 268 565 CS 209 710

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Phoenix."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 119p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Harrison Central High School, Route #3, Box 150, Gulfport, MS 39503 (Magazine only--profile not included--$4.75 including postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Phoenix," the magazine published by Harrison Central High School, Gulfport, Mississippi. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 578 CS 209 723

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 19p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Attitudes; Annotated Bibliographies; Assignments; Computer Assisted Instruction; Content Analysis; *Doctoral Dissertations; Elementary Secondary Education; Evaluation Criteria; Higher Education; Literacy; Reading Writing Relationship; Revision (Written Composition); Rhetorical Invention; Teacher Response; Word Processing; *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 38 titles deal with a variety of topics, including the following: (1) how writing centers succeed and fail; (2) the effects of scoring method, topic, and mode on grade 12 students' writing scores; (3) analysis of the peer conferences of upper elementary writers; (4) toward a pedagogy of rewriting; (5) the development of journalistic writing styles; (6) effects of assignment on writing quality and lexical cohesion at four grade levels; (7) attitudes of principals toward written composition research and instructional leadership practices associated with effective writing programs; (8) criteria for evaluating teaching behaviors of college writing instructors; (9) the function of rereading in the writing process; (10) writing stories under time and length constraints; (11) oral and textual composing patterns of beginning writers; (12) effects of teacher-written comments on the revision of description essays by college freshmen; (13) the dimensions of purpose in college writing; (14) the effect of writing upon good and poor writers' learning from prose; and (15) the transactive-developmental writing process as an instructional theory in response to competency testing. (HOD)

ED 268 270 CE 043 975

Program Guide for Basic Precision Machining 8754000 (IN48.052300) and Precision Machining MTR0470 (IN48.050300).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; Audiovisual Aids; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; *Machine Tools; *Machinists; Occupational Information; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in basic precision machining and precision machining. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the precision machining program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the precision machining curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

ED 268 340 CE 044 227

Software Buyer's Guide. 3rd Edition.

Region X Adult Education Software Consortium, The Dalles, OR.

PUB DATE- 1 Apr 86

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Adult Basic Education; *Adult Programs; Adult Students; Annotated Bibliographies; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Software; Educational Resources; English Instruction; *High School Equivalency Programs; Mathematics Instruction; Problem Solving; Program Evaluation; Reading Instruction; Remedial Instruction; Science Instruction; Social Sciences; Vocabulary; Word Processing

IDENTIFIERS- 310 Project; *Software Evaluation

This buyer's guide is based upon more than 300 software reviews made by members of an educational consortium in Oregon, all of whom work with adult students. The guide represents the recommendations for a core program in adult basic education and is split into two parts: (1) an initial kit, which is designed for those who are just beginning to set up a computer-assisted instructional program and who have only a limited amount of funds; and (2) an advanced kit, which recommends more programs, including management systems that are more expensive. All the programs are being used currently in adult basic education, general educational development, and developmental education programs in the Northwest. The software catalog contains a curriculum guide, the listing of the software programs with annotations, price guidelines, and publishers' addresses. Curriculum areas covered by the programs listed include the following: computer literacy, English/grammar and usage, English/composition, mathematics, problem solving, reading, science, social science, spelling, teacher aids, vocabulary, and word processors. A sample blank rating form that the reviewers used to rate the software programs is included in the book. All programs reviewed are available for Apple Computers. (KC)

ED 268 367 CE 044 294

Charner, Ivan; Fraser, Bryna Shore
Different Strokes for Different Folks: Access and Barriers to Adult Education and Training.
National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- ISBN-0-86510-05403
PUB DATE- 86
NOTE- 127p.
CONTRACT- 433-6020-0
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; *Career Change; Demography; *Educational Opportunities; Educational Trends; *Enrollment Trends; Needs Assessment; Participation; Postsecondary Education; Program Effectiveness; Program Improvement; Research Needs; Retraining; School Effectiveness; Student Needs; Training; *Transitional Programs; Trend Analysis

More than 2 million adults participate in programs provided by elementary and secondary schools, almost 8.5 million adults receive training from postsecondary schools, nearly 4.5 million participate in private employer-provided programs, and government agencies account for almost 4.5 million adult participants. Demographic data suggest that young, white, well-educated, higher-income, higher-occupational-status, employed adults have the highest participation rates. Reasons for nonparticipation are related to socioeconomic status, race, and prior educational attainments. Examination of training programs that have been successful in removing many of the barriers to participation in training, especially for adults in a career transition, indicate that successful programs are likely to involve collaboration or partnership among business, education, organized labor, and community agencies; offer flexible curricula and scheduling; offer supportive services; combine modes of instruction; offer remedial instruction; encourage peer support groups; gear programs to the wants and needs of those being served; and provide training for emerging, high-demand jobs or careers. A single, longitudinal database is needed to provide information on patterns, reasons for, and barriers to participation in education and training. Also needed are alternative methods of data collection to improve assessment of the sociopsychological, situational, and structural barriers to participation in adult education and a research agenda providing for hard evaluation of program outcomes. (MN)

ED 268 380 CE 044 328

Bishop, John; And Others
Training and Human Capital Formation.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jul 85
NOTE- 297p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Development; Educational Economics; *Education Work Relationship; *Human Capital; Human Resources; *Labor Force Development; Labor Market; Labor Turnover; National Surveys; *On the Job Training; *Outcomes of Education; Productivity; Promotion (Occupational); Salary Wage Differentials

This collection contains studies of two large-scale national survey databases that have rich information on on-the-job training. The following papers are included: "On-the-Job Training/Sorting: Theory and Evidence," by John Bishop and Suk Kang; "The Magnitude and Determinants of On-the-Job Training," by John Bishop; "Impacts of Training," by John Bishop; "Substitutability of Work-Related Preparation and On-the-Job Training," by Suk Kang; "The Nature and Impact of Training: Evidence from the Current Population Survey," by Kevin Hollenbeck and Richard Willke; and "Implications and Policy Recommendations," by John Bishop. Seventy-eight data tables and eight figures are included. (MN)

ED 268 437 CG 018 996

Compilation of the Juvenile Justice and Delinquency Prevention Act of 1974 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 1 Jan 86

NOTE- 58p.; Serial No. 99-J.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Delinquency Prevention; *Federal Aid; *Federal Legislation; *Runaways; *State Programs

IDENTIFIERS- Congress 99th; *Juvenile Justice Delinquency Prevention Act 1974

This document contains a compilation reflecting amendments made to the Juvenile Justice and Delinquency Prevention Act of 1974 by the Fiscal Year Adjustment Act; the Crime Control Act of 1976; the Juvenile Justice Amendments of 1977 and 1980; and the Juvenile Justice, Runaway Youth, and Missing Children's Act Amendments of 1984. Title I of this compilation presents findings, a declaration of purpose, and definitions. Title II looks at Juvenile Justice and Delinquency Prevention by examining: (1) the Juvenile Justice and Delinquency Prevention Office; (2) federal assistance for state and local programs; (3) the National Institute for Juvenile Justice and Delinquency Prevention; and (4) administrative provisions. Title III, Runaway and Homeless Youth, discusses the Grants Program, records, and the authorization of appropriations. Title IV, Missing Children, describes findings, duties and functions of the administrator, the advisory board, grants, criteria for grants, and authorization of appropriations. Related provisions of law included in this document are the Juvenile Justice Amendments of 1980 and Chapters 319 (National Institute of Corrections) and 403 (Juvenile Delinquency) of Title 18, United States Code. (NB)

ED 268 480 CS 008 354

All Aboard the Reading Railroad! A Planning and Activity Guide.
Nebraska Library Association, Lincoln.; Nebraska Library Commission, Lincoln.

PUB DATE- 85
NOTE- 157p.
AVAILABLE FROM- Nebraska Library Commission, 1420 P. St., Lincoln, NE 68508 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activities; Bibliographies; Elementary Education; Folk Culture; Library Extension; *Motivation Techniques; *Rail Transportation; Reading Habits; Reading Improvement; *Reading Programs; *Summer Programs; Thematic Approach

Noting that coupling stories and trains is an arrangement that appeals to nearly everyone and that building on this foundation provides an excellent theme for summer reading fun, this planning and activity guide offers suggestions to help librarians develop a highly motivating summer reading program. The first section of the guide discusses establishing an effective publicity campaign. The remaining sections of the guide present resources and activities for the program as follows: (1) bibliographies of materials about trains; (2) sources and resources for railroad information and collectibles; (3) railroad stories to tell (including "mad libs," flannel board stories, and railroad songs); (4) puppets and puppet theatre; (5) bulletin boards and displays; (6) crafts and activities; (7) games and contests; (8) puzzles; and (9) special programs and culminating activities. (HTH)

ED 268 495 CS 008 388

Baumann, James F., Ed.
Teaching Main Idea Comprehension.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-968-6
PUB DATE- 86
NOTE- 287p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 968, $9.00 member, $13.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Content Area Reading; Context Clues; Corrective Reading; Elementary Secondary Education; Reader Response; *Reading Comprehension; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; *Reading Skills; Reading Strategies; Teaching Methods
IDENTIFIERS- *Main Idea

Intended to help classroom teachers, curriculum developers, and researchers, this book provides current information on theoretical and instructional aspects of main idea comprehension. Titles and authors are as follows: "The Confused World of Main Idea" (James W. Cunningham and David W. Moore); "The Comprehension of Important Information in Written Prose" (Peter N. Winograd and Connie A. Bridge); "What Do Expert Readers Do When the Main Idea Is Not Explicit?" (Peter P. Afflerbach and Peter H. Johnston); "Research and Instructional Development on Main Idea Skills" (Joanna P. Williams); "Actively Teaching Main Idea Skills" (Mark W. Aulls); "The Direct Instruction of Main Idea Comprehension Ability" (James F. Baumann); "Teaching Students Main Idea Comprehension: Alternatives to Repeated Exposures" (Victoria Chou Hare and Adelaide Bates Bingham); "Teaching Middle Grade Students to Summarize Content Textbook Material" (Barbara M. Taylor); "Graphic Organizers: Cuing Devices for Comprehending and Remembering Main Ideas" (Donna E. Alvermann); "Getting the Main Idea of the Main Idea: A Writing/Reading Process" (James Flood and Diane Lapp); and "Main Idea Instruction for Low Performers: A Direct Instruction Analysis" (Edward J. Kameenui). (EL)

ED 268 607 CS 505 262

Tate, Billy; Fawcett, Dick
Debate as an Elitist Activity and A Response.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competition; *Debate; Educational Philosophy; *Elitism; Higher Education; High Schools; Persuasive Discourse; Public Speaking; Qualifications; Speech Curriculum; Verbal Communication
IDENTIFIERS- Debate Coaches; *Debate Tournaments

Debate as an elitist activity can be defined in two ways: it may mean that entry to a tournament is restricted to only a few participants from any one school, or it may mean that although a wide range of students may participate in debate, only the best debaters are allowed to compete in prestigious national tournaments. The restriction on the number of participants from one school that may attend a tournament may be justified by a number of arguments, including the limited number of students that can be covered by any one judge at a tournament. The practice of sending only the finest debaters to national tournaments may also be justified by several arguments, such as the fact that the "star system" provides an incentive for debaters to work hard to become members of the traveling squad. An appropriate response to these rationalizations is that they have both positive and negative aspects and that the term "elite" may be placed in a broader perspective so that an egalitarian approach may be taken. In implementing that approach, debate coaches must take steps to make debate available to as many students as possible. These steps include hosting and attending tournaments that emphasize sound educational practices and staying actively involved in coaching and tournament judging. (DF)

ED 268 284 CE 044 066

Mitchell, Myrtle; And Others
Change and the Future of Vocational Education. Final Report.
Gonzaga Univ., Spokane, Wash.; Washington State Vocational Director's Council, Seattle.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Feb 86
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Cooperative Planning; Educational Change; Educational Cooperation; Educational Needs; Educational Trends; *Futures (of Society); Institutional Cooperation; Labor Market; *Labor Needs; Needs Assessment; Questionnaires; *Shared Facilities; Shared Resources and Services; State Surveys; Statewide Planning; *Technical Education; *Technological Literacy; Two Year Colleges
IDENTIFIERS- *Washington

A study examined the technological literacy needs of persons trained at community colleges, current labor market trends in the state of Washington, and possible resource-sharing models for use within the Washington State Community College system. Data were collected from 25 mail questionnaires, phone interviews with personnel from 114 companies throughout Washington, and site visits to 10 companies located in Spokane. Companies using advanced technology expressed the need for community college-trained personnel with data/information-, people-, and equipment-related competencies. Occupational growth in Washington is expected to be modest through 1990, with demand centering mainly in the service industries (particularly marketing and sales, office/clerical occupations, and culinary/hospitality services): The State's community college system currently has as least five traditional programs in which supply exceeds demand by more than 300 percent. Three resource-sharing models calling for equipment sharing, equipment and facility exchange, and college consortia were suggested as possibly being feasible in Washington's community college system. (Appendixes to this report include a list of project goals, a copy of the overview of occupation clusters, the pilot and a copy of the mailed survey instrument, copies of the project's mailed survey instrument and personal visitation form, and personal visitation data.) (MN)

ED 268 298 CE 044 141

Commercial Fishing.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competence; Competency Based Education; *Course Content; Course Descriptions; *Maritime Education; Occupational Information; Postsecondary Education; Seafarers; Secondary Education; State Curriculum Guides; Student Organizations; Trade and Industrial Education
IDENTIFIERS- *Fishing; Fishing Industry; *Florida

This document is a curriculum framework for a program in commercial fishing to be taught in Florida secondary and postsecondary institutions. This outline covers the major concepts/content of the program, which is designed to prepare students for employment in occupations with titles such as net fishers, pot fishers, line fishers, shrimp boat deckhands; or to provide supplemental training for persons previously or currently employed in these occupations. The program outline also covers laboratory activities, student organizations, and cooperative education; and lists 14 intended outcomes for students completing the program, with student performance standards for each of the intended outcomes. (KC)

ED 268 312 CE 044 167

Baker, Richard A.; Selman, James W.

An Assessment of Competencies Needed by Vocational Education Administrators in Alabama with Implications for Professional Development Programs.

Auburn Univ., Ala. Center for Vocational and Adult Education.

PUB DATE- 85
NOTE- 49p.; Tables and appendix contain small print.
AVAILABLE FROM- Department of Vocational and Adult Education, Auburn University, Auburn, AL 36849-3501 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; Administrator Evaluation; Competency Based Teacher Education; *Educational Needs; *Management Development; Postsecondary Education; *Professional Development; Secondary Education; Staff Development; *Vocational Directors; Vocational Education

One hundred vocational administrators in Alabama responded to a questionnaire designed to determine the following: (1) the administrative tasks performed by secondary-level vocational education administrators; (2) the administrator tasks performed by deans of instruction in teachnical colleges; (3) the perceived competency level of administrators and deans to perform the task; and (4) the extent of general agreement among superintendents of education, secondary-level vocational administrators, and the program review reports with regard to the importance of competency areas and the related need for program improvement. The study found that the immediate professional development needs for secondary vocational administrators by task priority included developing a complete plan to promote vocational education, conducting program promotional activities, developing a community involvement plan, and ensuring continuing communication with the advisory council, while intermediate needs included identifying alternative funding sources, influencing traditional funding sources to benefit the program, using needed data to identify the vocational programs and support services needed, and planning a staff development program. Immediate professional development needs for deans of instruction by task priority include operating an equipment preventive maintenance program and planning demonstration, pilot, and exemplary programs, while their intermediate needs include ensuring continuing communication with advisory councils, constructing a schedule conflict matrix, and organizing a student learning resource center. The data may be useful in determining content to be included in professional development activities for vocational administrators. Five tables present detailed analyses of the study data. An appendix provides a list of tasks by competency area. (KC)

ED 268 326 CE 044 204

Berkowitz, Monroe, Ed.; And Others
Analysis of Costs and Benefits in Rehabilitation. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Dec 85
NOTE- 482p.
CONTRACT- 300-84-0259
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Adult Vocational Education; *Cost Effectiveness; Data Analysis; *Databases; Disabilities; Federal Programs; *Federal State Relationship; Models; Postsecondary Education; Secondary Education; State Programs; Vocational Education; *Vocational Rehabilitation

This report suggests feasible alternatives to the present methods of calculating benefits and costs of the joint federal-state vocational rehabilitation program. "Summary and Guide to Reading This Report" (Monroe Berkowitz) appears first. Part I, Background, Theory and Models, includes "The Cost Benefit Tradition in Vocational Rehabilitation" (Edward Berkowitz), "Welfare Measurement for Benefit Cost Analysis" (Douglas Blair and William Milberg), "Benefit Cost Models" (Jack Worrall), and "Models Based on Individual Behavior" (Duncan Mann). Part II, Benefit Cost Analysis using R-300 Data, contains "The R-300 Data Set" (Ernest Gibbs and Anita Hall-Kane), "Simple Benefit Cost Ratios" (Ernest Gibbs), "Benefit Cost Ratios using Multivariate Analysis" (Ernest Gibbs), "Correcting for Zero Wages at Referral" (Anita Hall-Kane), and "Inputting Benefits to Persons Closed Not Rehabilitated" (David Dean and Robert Dolan). In Part III, Activity at the State Level, the chapters are "Benefit Cost Analyses Conducted by State Agencies" (Frederick Collignon) and "Collection of Data by State Agencies" (Stanley Portny). Part IV, Using Augmented Data Bases, includes "Using a Better Measure for Services" (David Dean and Robert Dolan), "Using Better Measures of Disability Status" (David Dean and William Milberg), "A Mini-Data Link" (David Dean and Robert Dolan), and a conclusion by Monroe Berkowitz. (YLB)

ED 268 393 CG 018 951

Haley, Shirley C.
Locus of Control in Alcoholics Undergoing Treatment.
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; Behavior Modification; Cognitive Restructuring; *Counseling Techniques; Drinking; *Group Therapy; Individual Power; *Locus of Control; *Outcomes of Treatment; *Socialization

Alcoholism is a complex behavior pattern. Social learning theory, which is concerned with the analysis of why individuals behave in certain ways and the effects of reinforcement patterns in their behaviors, offers an alternative to traditional treatments of alcoholics. Among alcoholics, drinking is a control issue. Locus of control is viewed as a measure of the degree of responsibility an individual perceives himself to have over meaningful life events. The Rotter Internal External (I-E) Locus of Control Scale represents the translation of generalized expectancies for locus of control into a measure of specific expectancies dealing with a variety of drinking behaviors. The I-E Scale was completed by 15 alcoholic clients before and after a 6-week treatment program which emphasized process-oriented small group therapy. Subjects were encouraged to take responsibility for making life changes which would increase the probabilities of their sobriety and general social and personal adjustment. Within this specific alcoholic patient population, the results showed a significant shift from externality as measured in the pretest toward internality in the posttest. These findings suggest that the alcoholics' greater internality was a function of exposure to treatment rather than a predisposing personality dimension and that externality was not a fixed trait of the alcoholic population since it was significantly changed following treatment. (Author/NRB)

ED 268 423 CG 018 982

Goebel, Barbara L.; Johanson, Thomas T.

A Re-Examination of Age Preferences in Relationships Important to Life Satisfaction: Comparisons of American and English Older Adults.

PUB DATE- Aug 85

NOTE- 43p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Age Differences; Attitudes; *Cross Cultural Studies; *Interpersonal Relationship; *Life Satisfaction; *Older Adults

IDENTIFIERS- *England; *United States

A study conducted in England (Goebel, 1982) showed that older English adults preferred middle-aged and older persons over young persons in important relationships. Since research has shown Americans to have negative attitudes toward the elderly, it was hypothesized that older Americans might not share the English sample's preferences. To examine this issue, the English study was replicated in the United States with 66 adults ranging in age from 60 to 89. Eight subjects sorted photographs into age and attractiveness categories. The photograph age range used in England (early 20s to early 70s) was extended to include old-olds (early 20s to late 80s). The remaining 58 subjects rated photographs of young, middle-aged, young-old, and old-old persons, controlled for sex and attractiveness. The results showed that both American and English samples preferred middle-aged and young-old over young persons, but that the Americans preferred old-olds least of all ages. For both groups, preferences were more pronounced for instrumental than for expressive relationships. The cross-cultural similarities obtained suggest that the age bias demonstrated by Americans against the old-old may have been a function of the expanded research design as opposed to cross-cultural differences. In America, young-old subjects were compared with old-old subjects, and subjects perceiving themselves as younger were compared with subjects perceiving their age accurately. Rating differences were found between both chronological and perceived age groups. (NB)

ED 268 451 CG 019 010

Bleuer, Jeanne; Walz, Garry R.
Guide to Developing a Computer Enhanced Counseling Program.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 136p.; Appendix C (computer search) contains small print.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Testing; *Computers; *Computer Software; *Counseling; Counseling Services; *Counseling Techniques; Counselors; *Program Guides
IDENTIFIERS- *Computer Assisted Counseling

This document is a guide for computer enhanced counseling program development. An introductory overview on counselors and computers focuses on the use of microcomputers, the use of computers in test scoring and recordkeeping, and computer-assisted career guidance systems. Other chapters include the following: (1) Becoming a Computer Literate Counselor; (2) Designing a Computer Enhanced Counseling Program; (3) Locating Resources; (4) Putting Your Plan into Action; (5) Preparing for Accountability; (6) Sharing Ideas and Resources; and (7) Generalizations about Counseling and Computers. Appendices include a list of recommended resources, sample exercises in the BASIC computers language, an ERIC computer search, an ERIC reproduction release form, and a CAPS:HITECH electronic network application form. (ABL)

ED 268 466 CG 019 025

Hotchkiss, Lawrence; Dorsten, Linda Eberst

Attitudes, Behavior, and Employability.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 129p.; Some pages may be marginally legible due to small print.
GRANT- NIE-G-83-0005-P-1
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Career Guidance; Dropouts; *Employment Potential; High Schools; *High School Students; Institutional Characteristics; *School Guidance; Self Esteem; *Student Attitudes; *Student Behavior; *Unemployment; Wages; Working Hours

This report summarizes the findings of three studies related to the effects of schooling on the employability development of youth. The first two studies described investigate determinants of attitudes and misbehavior in high school that are presumed to affect labor market outcomes later. The third study is presented as a complement to the first two studies and examines the effects of misbehavior in school, attitudinal variables developed while in school, and school characteristics on employment experience after leaving high school. An executive summary and introductory chapter are included. Chapter 2 assesses the effects of an active school guidance program on the development of positive self-esteem, on a sense of agency (internal locus of control), and on the congruence among career aspirations and abilities. Chapter 3 reports a study of factors that account for mild forms of deviance in high school (truancy, tardiness, cutting class, coming to class unprepared, and droppping out of school). The fourth chapter summarizes findings regarding the effects of attitudes, deviance in high school, school services, and staff attitudes on wages, hours at work, and employment after high school. Thirteen tables and eight figures are included throughout the text. (Author/NB)

ED 268 509 CS 008 409

Ediger, Marlow
Reading Readiness and the Learner.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Curriculum Development; Learning Activities; Learning Experience; Motivation Techniques; Prereading Experience; Primary Education; Reading Achievement; Reading Attitudes; Reading Habits; *Reading Programs; *Reading Readiness; *Sequential Approach; Student Attitudes; *Student Interests; *Student Motivation; *Teacher Role

A high quality reading readiness program should be available for each student beginning reading. Such a program should be sequential and should emphasize (1) securing the students' interest in reading, and in achieving reading skills, (2) attaching meaning to content being studied in a reading readiness program, (3) providing for each student's present level of achievement with emphasis on sequential progress in reading, (4) guiding students to perceive reasons for learning to read, (5) developing positive student attitudes toward reading, and (6) using diverse activities to help students learn. (HOD)

ED 268 523 CS 209 601

Developing Writing Competence. Minimum Standards Leadership Series 1985.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- 24 Jan 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; English Curriculum; Program Development; Program Effectiveness; Program Evaluation; Student Educational Objectives; Teaching Methods; Writing (Composition); *Writing Evaluation; Writing Improvement; *Writing Instruction;

*Writing Processes; *Writing Skills

Intended as a tool for school district personnel as they develop competency-based education programs for English composition, this document presents objectives and guidelines for improving composition quality and instruction. The chapters cover the following topics: (1) the writing process, (2) the relationship between the writing process and competency-based education requirements, (3) writing experiences, (4) writing and cognitive development, (5) developing prompts for writing experiences, (6) evaluating compositions, (7) planning for district-wide evaluation of compositions, (8) grading and reporting to parents, (9) pupil performance objectives and writing experiences, and (10) program evaluation. A nine-page bibliography is included; the appendix contains a self-appraisal checklist for evaluating writing programs. (EL)

Braungart, Diane S.
Understanding the Writing Process: Introducing Students to Composing.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 85
NOTE- 79p.
AVAILABLE FROM- New Jersey State Department of Education, 225 West State St., CN500, Trenton, NJ 08625 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Descriptive Writing; Elementary Secondary Education; Expository Writing; Language Usage; Narration; Persuasive Discourse; Prewriting; Revision (Written Composition); *Teaching Methods; *Writing (Composition); *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes

Noting that effective writing instruction depends on careful planning informed by knowledge of the writing process and its variations in relation to different audiences and purposes, this teacher's guide explains the nature of the writing process and how it relates to instruction. The purposes of the guide are threefold: to highlight current theory and research findings on the composing process and its relation to instruction and student learning, to identify the elements of the composing process and their implications for promoting writing development in the classroom, and to offer instructional strategies to help students master varied types of writing. The sections of the first half of the guide discuss (1) writing as a recursive process; (2) postulates related to the writing process; (3) elements of the composing process using three functions of language (expressive language, transactional language, and poetic language); and (4) five elements of the composing process (prewriting, drafting, revising, editing, and post-writing stages) and their implications for instruction. The second part of the guide presents ideas for instruction within the rhetorical types of writing: narrative, descriptive, expository, and persuasive. The sections for each type of writing are divided into elementary, intermediate, and high school levels, and include a criteria worksheet and a revision checklist. Appended are a bibliography, a glossary, a list of regional curriculum service units in New Jersey, optional vocabulary choices for the revision checklists and a feedback sheet for teachers using the guide. (EL)

ED 268 552 CS 209 694

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 16p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Comparative Analysis; Computer Assisted Instruction; Curriculum Development; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; *English Curriculum; *English Instruction; Integrated Activities; *Language Arts; Language Skills; Listening Comprehension; Newspapers; Reading Comprehension; Reading Instruction; Spelling Instruction; Vocabulary Development; Writing Instruction

IDENTIFIERS- Story Structure

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the effects of superlearning on retention/hypermnesia of rare English words in college students; (2) a Delphi study of American, British, and Canadian English educators' views of the future of secondary English teaching; (3) predicting children's spelling performance; (4) aspects of sophistic pedagogy; (5) the effects of story structure instruction on third graders' concept of story, reading comprehension, response to literature, and written composition; (6) the effect of vocabulary instruction on text comprehension; (7) student engagement and its relationship to student achievement, gender, time of school day, difficulty of course, and type of class activity; (8) a program for the integration of reading and composition in the social studies curriculum in a selected junior high school; (9) use of feedback on microcomputers to teach spelling in elementary school; (10) the effects of a mastery learning/competency-based education instructional approach on facilitating students' retention of achievement in language arts and mathematics; (11) secondary vernacular study and the origins of modern American education; and (12) the effect of a training program in listening on the reading achievement and listening comprehension of second and third grade students. (HOD)

ED 268 230 CE 043 863

Campbell, Pamela

Employment Success of Handicapped Individuals via Three Transition Strategies. Final Project Report, September 1, 1984-August 30, 1985.

Florida Univ., Gainesville.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Aug 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Disabilities; *Education Work Relationship; Employees; High Schools; Interviews; *Job Placement; *Success; *Transitional Programs; Use Studies; *Young Adults
IDENTIFIERS- *Resource Utilization

Through an examination of the transition process used by a representative sample of successfully employed handicapped individuals in Florida, specific transition strategies and the degree to which they were used were identified. Fifty successfully employed handicapped individuals participated. The high school experience was cited as essential in the provision of services and personnel to initiate and implement the transition process. Ongoing reinforcement by all family members, in combination and in isolation, provided essential support--both emotional and financial. An overwhelming majority of subjects cited a variety of types and combinations of services that were short-term, long-term, and/or ongoing. Some correlations were noted according to type of disability, but as a group, the provision of options and alternatives designed according to individual need was apparent. Most had employment experience during their high school years, whether independently or as part of a cooperative work experience program. Most agency services were supported through the efforts of the private sector or via state funding. Appendixes include listings of project staff and consultants, survey instruments, a workshop agenda, an outline of transition strategies, and references. (YLB)

ED 268 244 CE 043 929

Carr, Linda
Looking at Figures. Supervising: Technical Aspects of Supervision.

The Choice Series #30. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-05-8
PUB DATE- 85
NOTE- 67p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Charts; Comparative Analysis; *Data; *Data Analysis; Diagrams; Graphs; Learning Activities; Management Development; Self Evaluation (Individuals); *Statistical Analysis; Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training; Tables (Data)
IDENTIFIERS- Data Organization; Great Britain

This learning unit on looking at figures is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to understand information displayed in charts, tables, and graphs; produce charts, tables, and graphs from figures; compare different sets of figures using diagrams; and calculate measures to summarize a large amount of information. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include communicating data, comparing data, and measuring data. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 258 CE 043 943

Stirling, John
Discipline and the Law. Supervising: Industrial Relations. The Choice Series #82. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-04-X
PUB DATE- 85
NOTE- 93p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Discipline; *Discipline Policy; Dismissal (Personnel); *Employer Employee Relationship; Employment Practices; *Labor Legislation; *Labor Relations; Laws; Learning Activities; Legal Responsibility; Management Development; Personnel Management; *Personnel Policy; Postsecondary Education; *Supervisory Training; Work Environment
IDENTIFIERS- *Great Britain

This student guide is intended to assist persons employed as supervisors in understanding the law relating to discipline and implementing disciplinary procedures. Discussed in the first five sections are the following topics: knowing the rules pertaining to employee discipline (getting information and making judgments); handling discipline (getting the facts; understanding Great Britain's Advisory, Conciliation, and Arbitration Service ACAS codes of practice; maintaining written records; and conducting a disciplinary interview); implementing disciplinary procedures (parts to a disciplinary procedure and their scope, sound procedures, warnings, appeals, and records); unfair dismissal and ACAS (Industrial Tribunals and unfair dismissal statistics); and unfair dismissal and the law. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The sixth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Autobiographies; Bibliotherapy; *Childrens Literature; Content Analysis; Creative Dramatics; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Females; Higher Education; *Literature Appreciation; Males; Newspapers; Perception; *Reader Response; Reading Material Selection; Suicide

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) effects of creative drama instruction on the story grammar knowledge of field-dependent and field-independent primary grade students; (2) a content assessment of trade books preferred by children in transescence; (3) uses of the daily newspaper in the curriculum of elementary and secondary schools; (4) suicide in books for children age 11 through 14; (5) the treatment of childhood in autobiographies of twentieth century American women; (6) the effectiveness of bibliotherapy on changing fourth, fifth, and sixth grade students' attitudes toward the elderly; (7) children's selection preferences based on the color, size, and thickness of books; (8) young adult novels as television films; (9) the role of the American father as revealed in selected fiction books for children in the elementary grades; (10) native literature in junior and senior high school programs; and (11) children's perceptions of story content as elicited by three modes of presentation--the storyteller, the reader, and the sound slide show. (HOD)

ED 268 593 CS 505 232

Hopp, Jim

Composition and Interpersonal Communication: How Tight the Fit?

PUB DATE- Feb 86

NOTE- 19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Higher Education; *Interdisciplinary Approach; *Interpersonal Communication; Skill Development; *Teaching Methods; Team Teaching; *Writing Instruction; Writing Processes; Writing Skills

Teaching English composition and interpersonal communication concurrently enhances students' opportunities to learn and apply communication skills. Since many of these skills are common to both courses of study, not only is learning reinforced, but the skills can be presented and practiced in a variety of ways. More important, English composition and interpersonal communication are exceptionally suited to using the strengths while compensating for the limitations of the other course. A team-taught interdisciplinary course can magnify and enhance the learning of communication skills in the following ways. First, interpersonal communication is inherently relevant to students: they possess a lifetime of firsthand knowledge (such as self-concept, emotions, perceptions, and personal relationships). Teaching the process of writing provides students with a method to discover, cultivate, order, and express what they think and feel. Second, "thinking on paper" encourages students to develop a personal and profound understanding of their perceptions, feelings, attitudes, behaviors, and relationships. Third, to complete written assignments, students must selectively apply interpersonal communication skills, and test and modify their behaviors in contexts outside the classroom. Fourth, team-teaching provides added opportunities to respond promptly and appropriately to student needs, and to practice interpersonal skills in the classroom. Fifth, students gain confidence and proficiency as they comprehend, practice, and improve both interpersonal and composing skills in the varied and difficult tasks they set for themselves. (Author/HTH)

ED 268 608 CS 505 264

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 8p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; Elementary Education; Higher Education; *Oral Interpretation; Oral Reading; Poetry; Relaxation Training; *Theater Arts; Theaters

IDENTIFIERS- *Theater History; *Theater Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effect of relaxation training on anxiety for the poetry recitation tasks among elementary school children; (2) musical theatre in higher education; (3) developing faith communication skills of adults through drama; (4) the Federal Theatre project in San Francisco; (5) the establishment of theatrical activity in a remote Michigan settlement from 1827 to 1862; (6) kinesthetic appeals in the poetic structures of William Stafford, David Wagoner, and Richard Hugo; and (7) the Hearst Greek theatre of the University of California from 1903 to 1984. (HTH)

ED 268 271 CE 043 976

Program Guide for Basic Automotive Body Repair and Refinishing 8709000 (IN47.062300) and Automotive Body Repair and Refinishing ARR0900 (IN47.060300).

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- 85

NOTE- 169p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Admission Criteria; Audiovisual Aids; *Auto Body Repairers; Community Colleges; *Competence; Competency Based Education; Compliance (Legal); *Course Content; *Course Organization; Occupational Information; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Student Organizations; Teacher Certification; Teacher Qualifications; Two Year Colleges; Vocational Education

IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in basic automotive body repair and refinishing and automotive body repair and refinishing. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the automotive body repair and refinishing program, including occupational descriptions, program standards description, competencies, curriculum frameworks and student performance standards for each occupation, instructional approach, course outline and sample lesson plan, and information on student organizations. In the third section, student admission requirements and teacher certification and qualifications are spelled out, while the fourth section provides information on facilities and supplies for the automotive body repair and refinishing curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide contain a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

Program Guide for Diesel Engine Mechanics 8742000 (IN47.060500) and Heavy Duty Truck and Bus Mechanics DIM0991 (IN47.060501).

University of South Florida, Tampa. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 85
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiovisual Aids; *Auto Mechanics; Community Colleges; *Competence; Competency Based Education; *Course Content; *Diesel Engines; *Mechanics (Process); Motor Vehicles; Occupational Information; Postsecondary Education; Safety; Secondary Education; State Curriculum Guides; *State Standards; Student Organizations; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida; Vocational Industrial Clubs of America

This competency-based program guide provides course content information and procedures for secondary schools, postsecondary vocational schools, and community colleges in Florida that conduct programs in diesel engine mechanics and heavy duty truck and bus mechanics. The first section is on legal authority, which applies to all vocational education programs in Florida. The second section describes the content of the diesel engine and truck and bus mechanics program, including occupational descriptions, program standards descriptions, competencies, curriculum frameworks and student performance standards for each occupation. The third section, on Diesel Mechanics, covers instructional approach, course outline and sample lesson plan, and information on student organizations. In the fourth section, student admission requirements and teacher certification and qualifications are spelled out, while the fifth section provides information on facilities and supplies for the diesel engine and truck and bus mechanics curriculum. The final section lists instructor resources (both printed and audiovisual materials), and professional organizations and support services. Appendixes to the guide consist of a diagram of facilities needed for the program and an organization chart for the student organization, Vocational Industrial Clubs of America. (KC)

Computers in Adult Education: A Planning Guidebook.

Merrimack Education Center, Chelmsford, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- 85
NOTE- 56p.; For a related document, see CE 044 229.
AVAILABLE FROM- Merrimack Education Center, 101 Mill Rd., Chelmsford, MA 01824 ($9.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Programs; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Educational Planning; Educational Resources; Guidelines; High School Equivalency Programs; Inservice Teacher Education; Postsecondary Education; *Program Development; Program Implementation; *Staff Development
IDENTIFIERS- 310 Project

This guide was developed to assist adult education program directors and staff to integrate technology into their programs. Adapted from the original guidebook developed by the Merrimack Education Center's Adult Education Computer Applications Project, it focuses on major considerations in matching computer applications with instructional program goals. The guide is organized according to the four major steps in the process: (1) preliminary planning activities; (2) planning computer applications with an emphasis on selecting software for the instructional process; (3) hardware (equipment) considerations; and (4) planning for implementation. Appendixes to the guide contain a list of resources, a list of software especially useful for adult education applications, a software evaluation form, a software review guide order blank, and a bibliography. The guidebook can be used as a stand-alone manual or as part of a staff development program. (KC)

ED 268 354 CE 044 266

Reiff, Tana; Jamula, Melissa
Operation Alumni: Finding Them, Organizing Them, Making the PAACE Connection.
Reading Area Community Coll., Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Alumni; *Alumni Associations; Guides; *High School Equivalency Programs; Models; *Program Development
IDENTIFIERS- 310 Project; *General Educational Development Tests

This booklet is both a description of activities to organize a General Educational Development program (GED) alumni association and a guide to starting an alumni group. It specifically focuses on "Operation Alumni," a project to establish a local GED alumni organization at Reading Area Community College that could serve as a state model for other GED programs. These steps in organizing the alumni association are described: getting started, contacting potential members, the first meeting, brainstorming regarding possible reasons for success and failure and analyzing the brainstorming, the big mailing, keeping records, and developing a structure to meet alumni needs. These roles assumed by the GED alumni organization are then discussed: supporting graduates as they pursue further education or seek a new job, assisting future GED students, planning social activities drawing new members, raising and organizing money, and publicizing through production of a newsletter. Following a summary of the project, descriptions are provided of three other 310 projects in Pennsylvania that also dealt with alumni associations. A final section provides annotations of available resources on developing an adult basic education/GED alumni association and a list of contacts for existing GED alumni associations. (YLB)

ED 268 381 CE 044 330

Bishop, John, Ed.

Targeted Jobs Tax Credit: Findings from Employer Surveys.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- May 85
NOTE- 224p.
GRANT- DHHS-113A-83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Demand Occupations; Employer Attitudes; Employment Opportunities; *Employment Patterns; *Employment Practices; Employment Statistics; *Federal Legislation; Job Search Methods; Labor Market; Labor Needs; Models; National Surveys; *Personnel Policy; Personnel Selection; Program Effectiveness; *Public Policy; *Tax Credits
IDENTIFIERS- Revenue Act 1978; *Targeted Jobs Tax Credit

This collection includes eight reports of findings from a series of employer surveys designed to assess the effectiveness of the Targeted Jobs Tax Credit (TJTC). The following papers are included: "Introduction," by John Bishop; "Utilization of the Targeted Jobs Tax Credit," by John Bishop and Susan Ashbrook; "Multivariate Models of Employer Participation in TJTC and Its Effects upon Hiring Policies," by John Bishop and Kevin Hollenbeck; "Does Advertising One's Eligibility for TJTC Help One Get a Job?" by John Bishop and Kevin Hollenbeck; "How Do Employers Find TJTC Eligibles?" by John Bishop; "Impact of TJTC on Employment at Subsidized Firms," by John Bishop; "How Should Government Promote TJTC?" by John Bishop; and "Summary and Policy Implications," by John Bishop. (Appendixes to this collection include a brief description of the first wave of the employer survey, the employer survey questionnaire, detailed data concerning utilization of the Targeted Jobs Tax Credit, and a description of the employer hiring decisions survey.) (MN)

Lee, Thomas R.; Maxwell, Joseph W.

Sibling Interaction in Adulthood.

PUB DATE- Nov 85
NOTE- 45p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Affection; *Family Relationship; Interpersonal Relationship; *Proximity; *Responsibility; *Siblings

Although relationships between siblings potentially have the longest duration of any human relationship, research has not yet established the salient, relevant features of the sibling role in adulthood. An investigation was conducted to identify and examine the influences on the frequency of, and motivation for, contact with adult siblings. Twenty-one variables identified by the literature as affecting the frequency of contact between adult siblings were examined. These included relationship, sibling structure, family structure, demographic, and proximity variables. Using a two-stage systematic sampling procedure of telephone and mail surveys, a sample of 313 adults over age 25 who had living siblings was obtained. Subjects completed mailed questionnaires measuring the 21 variables, the frequency of sibling contact, obligation to have contact, and desire for contact. Regression analyses showed that nine variables accounted for the majority of the explained variance. Of these, geographic proximity, emotional closeness, and the sense of obligation towards siblings were the most important predictors. Future research needs to account for differences between voluntary and obligatory contact in order to further understanding of how adult siblings affect one another's lives. (NB)

Private Sector Initiatives Regarding Missing Children. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on the Issue of Missing Children: Runaways, Parental Abduction, and Kidnaping; and the Responses of the Private Sector to This Problem (May 22, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-425
PUB DATE- 86
NOTE- 78p.; Serial No. J-99-26. Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Children; Child Welfare; Federal Legislation; Hearings; *Information Dissemination; *Mass Media; *Publicity; Runaways; Television; *Victims of Crime
IDENTIFIERS- Congress 99th; Kidnapping; *Missing Persons; *Private Sector

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the issue of missing children and the initiatives taken by the private sector to help locate these children and return them to their homes. Opening statements by Senators Specter, Simon, McConnell, Metzenbaum, and Denton discuss federal legislation related to missing children and cite examples of private sector efforts. Witnesses include Jay Howell, the executive director of the National Center for Missing and Exploited Children; Ray Timothy, an official from the National Broadcasting Company; and Therese Rocco from the Pittsburgh Police Department. Also included are testimonies from three executives from the private sector who have assisted in the location of missing children. Executives from Wawa, Inc., Trailways Corporation, and V.G. Reed and Sons Printing describe the efforts of their companies in the area of locating missing children. Witnesses describe the nature of the missing children problem, the progress which has been made nationally, and efforts by the private sector whereby missing children's pictures have been put on milk cartons and posters in an effort to locate these children. Also discussed are some problems which have resulted from this focus of attention on missing children, such as the activities of charlatans and fraud artists who exploit the parents of missing children. Materials submitted for the record appear throughout the text and other relevant materials are appended. (NB)

ED 268 481 CS 008 359

Norby, Janet R.; And Others
Empowering Students through Reading.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Degrees (Academic); *Educational Needs; *Education Majors; Higher Education; Program Descriptions; *Reading Instruction; Reading Teachers; *Undergraduate Study

Reading represents the single most important tool for teaching students "how to learn" across the curriculum, and the time has come to encourage widespread development of undergraduate reading degree programs for future teachers. Ten years ago, Eastern Washington University began offering Reading Education as an undergraduate major for elementary teaching candidates and as a minor for secondary teaching candidates. Reading majors are required to take 37 credit hours in various specialized areas, such as children's literature or reading in the content areas. This coursework, offered sequentially and developmentally, gives teaching candidates the opportunity to learn theory, conduct research, and apply coursework to actual classroom situations. At the end of the three years, students are competent in (1) identifying student abilities, (2) textbook analysis, (3) alternative teaching methods, (4) differentiated assignments, (5) small group activities, and (6) instructional and learning theory. Because their knowledge transcends content areas, elementary teachers prepared to teach reading are also perceived as instructional leaders by many schools and districts. Despite a trend toward district and state guidelines and a requisite loss of teacher authority in the classroom, schools of education should not be dissuaded from considering the development of an undergraduate reading major. (HTH)

ED 268 496 CS 008 390

Illiteracy in America. Joint Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives and the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, First Session, August 1; October 1, 3, 1985.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, DC. Senate Subcommittee on Elementary, Secondary, and Vocational Education.

PUB DATE- 86

NOTE- 244p.; Serial No. 99-61. Document contains small, marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Literacy; *Community Role; Employer Attitudes; *Government Role; Hearings; *Illiteracy; *Literacy Education; Program Content; Program Development; Reading Instruction; *School Role; *Social Problems

IDENTIFIERS- Congress 99th; *United States

Consisting of testimony and prepared materials presented to a joint session of House and Senate subcommittees, this report deals with the problem of illiteracy in the United States. The report contains statements from Richard C. Anderson, director of the Center for the Study of Reading; Samuel L. Banks, president of the Association for the Study of Afro-American Life and History, Inc.; Herman Brown, professor of psychology at the University of the District of Columbia; Thomas G. Sticht, president of Applied Behavioral and Cognitive Sciences, Inc.; Woodrow Evans, adult education student; David P. Gardner, president of the University of California; Jonathan Kozol, author; Donald A. McCune, California State Department of Education; Renee Poussaint, reporter and volunteer tutor; Mrs. Elliot Richardson and Ruth Graves, representing Reading Is Fundamental; John C. Manning, president of the International Reading Association; Monika Sullivan, adult basic education student, and Helen Whelan, coordinator and counselor at the Fairfax County Adult and Community Education program; Mrs. Sidney Savage, president of the Literacy Council of Northern Virginia; Representative Robin Tallon of South Carolina; William S. Woodside, chairman of the American Can Company; and Senator Edward Zorinsky of Nebraska. In addition, the report contains prepared statements from a number of witnesses from the business, education, and political communities, as well as supporting materials, including letters, newspaper articles, pamphlets, and journal articles. (FL)

ED 268 510 CS 008 412

Kazemek, Francis E.
Reading and Moral Development: "From a Feminine Perspective."
PUB DATE- Oct 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Washington Communication Conference (Seattle, WA, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Elementary Education; Ethics; Females; *Literature Appreciation; Males; *Moral Development; Moral Issues; *Moral Values; Personality Development; Reading Materials; Role Playing; Sex Differences; Social Cognition; Social Values; Teaching Methods
IDENTIFIERS- Moral Reasoning

Literature can be used in an elementary school curriculum to provide sound moral models for children. Through the exploration of moral problems and the adoption of the perspectives of others, children may begin to develop and refine their own morality. A male and a female morality may be identified in literature. The male morality--based on the ability to distance oneself for objectivity--results in moral imperatives, judgment, rights, rules, and hierarchies of values, while the female perspective of morality--grounded in networks of relationships--tends to result in a moral concern for the pain and suffering of others and in a recognition of one's responsibility to others. Although male morality is not necessarily a characteristic of the male sex and female morality is not necessarily a characteristic of the female sex, in American society they do tend to be sex-related. Some children's books that illustrate this female morality are "Charlotte's Web" by E. B. White, "The Girl Who Loved Wild Horses" by Paul Goble, and Mildred Taylor's "Roll of Thunder, Hear My Cry." In using literature to foster moral development in the classroom, teachers can take a number of steps, including (1) using books that offer an alternative to the usual male perspective on morality; (2) helping children compare alternative endings to certain traditional tales; (3) having children act on their reading by trying out possible alternative ways of interpreting a book, scene, situation, or character; and (4) sharing with children real-life role models who manifest in their lives a comprehensive morality. A three-page bibliography is included. (DF)

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Each Has Spoken."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Thomas Jefferson High School, 723 Donaldson, San Antonio, TX 78201 (Magazine only--profile not included--$2.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Course Content; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Each Has Spoken," the magazine published by Thomas Jefferson High School, San Antonio, Texas. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 327 CE 044 205

Bishop, John; Stevens, David W.
Employer Provided Work Skills Enhancement in Most Recent Full-Time Job Held (Evidence from the 1984 Second Follow-up of the 1980 Senior Cohort of the High School and Beyond Survey Data Set).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 39p.
GRANT- NIE-G-83-0005-P-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Opportunities; Employees; Females; *Incentives; Industrial Training; *Inplant Programs; Job Skills; *Job Training; Males; Off the Job Training; On the Job Training; Participation; *Sex Differences; Skill Development
IDENTIFIERS- *Employee Participation; High School and Beyond (NCES)

Correlates of employer-provided training while in the most recent full-time job held were explored. Respondents were nearly 10,000 members of the 1980 high school seniors cohort of the High School and Beyond survey data set. Two types of forces expected to influence participation in employer-provided training were distinguished: incentive and opportunity. Five types of factors were components of these incentive and opportunity sets: education and work experience, personal and household characteristics, personal attitudes, location, and industry/occupational affiliation. Findings indicated 40 percent of the respondents had participated in some type of employer-provided training. No important difference in the overall participation patterns in training appeared between females and males. Females spent 52 percent as many hours and 68 percent as many weeks in training compared to males. Conclusions were that different factors affect the incentives and opportunities upon which females and males acted, education and work experience appear to be more consistent correlates of female participation in training, the industry and occupational affiliation factors appear to dominate as correlates of participation in training, and employers offer training support as a substitute for alternative external sources of work skills enhancement. (YLB)

Charner, Ivan; Fraser, Bryna Shore
Fast Food Jobs. National Study of Fast Food Employment.
National Inst. for Work and Learning, Washington, D.C.
PUB DATE- 84
NOTE- 150p.; For a related document, see CE 044 300. Parts of document contain small print.
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attainment; Education Work Relationship; *Employee Attitudes; *Employment Experience; *Employment Patterns; Employment Potential; *Employment Practices; Employment Qualifications; *Food Service; Job Performance; Job Training; Labor Market; National Surveys; *Occupational Mobility; Salary Wage Differentials; Student Educational Objectives; Transfer of Training; Work Attitudes
IDENTIFIERS- *Fast Foods

A study examined employment in the fast-food industry. The national survey collected data from employees at 279 fast-food restaurants from seven companies. Female employees outnumbered males by two to one. The ages of those fast-food employees in the survey sample ranged from 14 to 71, with fully 70 percent being in the 16- to 20-year-old age range. The sample had a higher percentage of Blacks than the 1980 census (16 versus 12 percent) and a lower percentage of whites (77 versus 83 percent) and Hispanics (5 versus 6 percent). For the vast majority of fast-food employees, there is no link between job and schooling. Despite employees' strong interest in being promoted to management-level jobs (especially among minority workers), most restaurants recruited their management trainees from outside the restaurant. As might be expected, the issue of "overworked and underpaid" was a clear concern among employees. On the positive side, employment in the fast-food industry did appear to offer an opportunity to develop a number of transferable, job-related skills. Employment in the fast-food industry appeared to have little effect on performance in school or the highest grade completed. (Appendixes to this report include the hourly employee questionnaire and selected anecdotes from the survey.) (MN)

Lieberman, Morton A.; McCall, Mary E.
Self-Help Groups--Implications for the Elderly.
PUB DATE- Nov 85
NOTE- 58p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Group Counseling; *Group Therapy; Mental Health; National Surveys; *Older Adults; *Participant Characteristics; Participation; *Program Effectiveness; *Self Help Programs

A recent review of published and unpublished data suggests that the elderly are underrepresented in most self-help groups. Some national groups, such as Alcoholics Anonymous do serve the aged but many others such as widow groups do not. A recent national survey of over 3,000 households conducted by Mellinger and Balter examined the use of psychotropic medication and the help-seeking patterns of troubled respondents. A secondary analysis of the Mellinger-Balter data was conducted to examine patterns of participation in self-help groups by the elderly, the effectiveness of self-help groups, and the differential patterns of participation based on problem or disease to determine what types of groups are most successful in serving the elderly. Critical policy issues raised by these analyses involve the following: (1) the relative value of age-homogeneous groups when compared with age-heterogeneous groups; (2) the best forms of legitimization of self-help groups; and (3) the role of the professional service system. These findings have implications for the different strategies of generating and maintaining self-help groups including professional transfer models, financial aid, and consultation models. A reference list and 15 data tables are appended. (Author/ABL)

Abbott, Douglas A.; Meredith, William H.
Minority Families: Strengths of Four Ethnic Groups.
SPONS. AGENCY- Nebraska Univ., Lincoln. Research Council.
PUB DATE- Nov 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Blacks; *Cross Cultural Studies; *Ethnic Groups; *Family (Sociological Unit); *Marital Satisfaction; *Parent Attitudes; *Values; Whites
IDENTIFIERS- Chicanos; Hmong

While healthy families and minority family systems are two areas of family research currently getting attention, little is known about what various ethnic families consider to be important traits of healthy families. To examine this issue and to assess family strengths and marital and parenting satisfaction for different ethnic samples, parents from four American ethnic groups (57 American Indians, 80 Hmong refugees, 105 Chicanos, 103 Blacks), and a white comparison group (N=210) were surveyed by questionnaire and by interview concerning those characteristics that promote a strong and healthy family. The results showed that the majority of parents across all ethnic groups considered a strong family to be one in which trust, support, and effective communication are present and in which a sense of right and wrong behavior are taught. Family members reported feeling responsibility for the welfare of each other, yet expressed respect for individuality and personal privacy. Strong families were reported to spend time together. Though not reported by the white parents, other ethnic parents valued financial security and respect for elders as additional sources of family strength. The parents also evaluated their own marital and parental satisfactions and their family strength. The white and Hmong parents reported the highest scores on all family measures, while the Indian parents had the lowest levels of family satisfaction. The interpretation of these results, however, is tentative because the validity of these family scales for ethnic parents has not been established. (NB)

Passuth, Patricia M.; And Others
Mapping the Gap: A Study of Intergenerational Perceptions.
PUB DATE- 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Gerontological Society of America (New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Family Relationship; *Generation Gap; *Grandchildren; *Grandparents; Parent Child Relationship; *Parents
IDENTIFIERS- *Intergenerational Analysis

Most American families consist of three or more generations. This study analyzes intergenerational relationships over time. In the past these relationships have been characterized in terms of a generation gap. In regard to this gap, this study seeks to compare and contrast perceptions of generational relations among grandparents, parents, and children; analyze how these perceptions change over time; and examine around what issues family members perceive generational conflict. Data for the analysis were part of a larger longitudinal study of three generation families over a period of time. Responses to a question about perceived gaps between generations were analyzed. Systematic differences between generations in their perceptions of the generation gap within the family were found. Grandparents saw less conflict within their families than did either children or grandchildren. Grandchildren reported the greatest distance between themselves and other family members. Qualitative responses reflected intergenerational disagreements over the meaning of work and finances. (ABL)

ED 268 524 CS 209 623

Biocca, Frank

The Pursuit of Sound: Aural Media, Perception, and the Composer in the Early Twentieth Century.

PUB DATE- Aug 85

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiodisks; *Auditory Perception; *Communication Research; Intellectual History; Mass Media; Modern History; *Music; Musical Composition; *Radio; *Technological Advancement

IDENTIFIERS- *Music Composers

From the close of the nineteenth century and into the early part of the twentieth century, three aural technologies--the telephone, the phonograph, and the radio--were rapidly disseminated throughout the United States. These technologies brought to the population more aural information than it had ever experienced and created a new environment of structured and meaningful sound. This environment led to a change in perception of sound by those most sensitive to cultural shifts in aural phenomena: the avant-garde composers. Major composers such as Stokowski, Varese, Chavez, and Taylor articulated significant dimensions of this shift with dramatic expressions of their own changing notions of sound, their personal reactions to the new media, and their hopes for an "aural awakening." They pointed to radio, the "new musical instrument," as a source of new relations to the world of sound which, suddenly, was "vastly freer." The aural media altered their notions of tonal relation and the very concept of "natural sound." Commentators claimed that the phonograph and radio were inaugurating a social musicalization of sound. With the cooperation of Bell Telephone Laboratories, Varese and Stokowski sought to use radio to extend to the absolute perceptual limit the public's awareness of all aural phenomena. (FL)

ED 268 538 CS 209 659

Brown, Alan
Starting the High School Writing Center.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; High Schools; *Peer Teaching; *Program Development; Skill Development; Tutoring; Writing Improvement; *Writing Instruction; *Writing Laboratories

The experience of implementing a writing center in a central Illinois high school created several suggestions for other schools considering such a program. Directors should first consider who would benefit from a writing center and what these benefits would be. They must then prove--to themselves first, and then to the faculty and the administration--that the school situation warrants the creation of a peer tutoring service. Since many high school English departments have barely enough money to cover even the cost of mimeographing or photocopying, the directors must be aware of the bare necessities that a writing center must have in order to function properly. They must be careful not to choose a room with too much space and must also be aware of the danger of signing on too many tutors. The National Honor Society or the counseling department are good places for the director to look for students with English proficiency for tutoring. Directors can use a variety of inducements to encourage students to tutor, including the promise of recommendations for scholarships and extra study time. Finally the idea of using the writing center must be "sold" to the students by means of an inexpensive publicity campaign. (Samples of student record and tutor referral forms are appended.) (HTH)

ED 268 553 CS 209 697

Teacher Handbook, Communication Skills, Grades K-12. North Carolina Competency-Based Curriculum, Subject-by-Subject.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

PUB DATE- 85
NOTE- 700p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Competency Based Education; *Educational Objectives; Elementary Secondary Education; *English Curriculum; Handwriting; *Integrated Curriculum; Language Arts; *Language Skills; Listening Skills; Literature Appreciation; Reading Instruction; Speech Skills; State Curriculum Guides; State Standards; Study Skills; Writing Skills
IDENTIFIERS- North Carolina

Representing a significant part of the development of a basic education program for North Carolina's public schools, this teacher handbook and integrated competency-based curriculum guide provides recommended goals (broad statements of general direction or purpose), objectives (specific statements of what the student will know or be able to do), and measures (a variety of suggestions for ways in which the student may demonstrate ability to meet the objective) for communication skills for kindergarten through grade twelve. The teacher handbook section provides the background and overview of the curriculum and discusses its philosophy and rationale, thinking skills, programs for exceptional children, and recommendations for those using the curriculum. The curriculum guide section is divided into grade levels with the goals, objectives, and measures defined for each of the following communication skills: listening, speaking, reading/literature, writing, handwriting, viewing, and study skills. (Among the appendixes are North Carolina's Elementary and Secondary School Reform Act of 1984, lists of course requirements for high school graduation and testing requirements, a description of the textbook adoption process, and an organizational chart for instructional services.) (HOD)

ED 268 231 CE 043 867

Development and Field-Test of an Instrument to Assess the Extent to Which a Vocational Educational Program Is Either Competency-Based or Conventional. Final Report from September 1, 1984 to August 31, 1985.

University of Central Florida, Orlando. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- Oct 85

NOTE- 152p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Competency Based Education; Field Tests; *Measurement Techniques; Pilot Projects; *Rating Scales; *Test Construction; Trade and Industrial Education; *Vocational Education; Welding

This report describes the production and pilot test of an assessment instrument for vocational education programs. The instrument was designed to be used following a site visit that includes a 30- to 45-minute interview with the program instructor and a 30-minute interview with one small group of students. Reliability and validity information was collected but was weaker than considered desirable; an adequate study was recommended. Following the 10-page narrative are extensive appendixes, including the program description instrument. The instrument provides for rating each of the items that are divided into eight areas: knowledge instruction, performance instruction, individualization, program content specification, knowledge assessment, performance assessment, grading, and related factors. A site visitor's interview outline concludes the instrument. Other appendixes include scoring instructions, frequency distributions for experts' judgment of items, program profiles for 16 welding and 14 other programs, frequency distributions of item ratings for 30 programs, and tables of scale scores for the 16 welding and 14 other programs. (YLB)

Carr, Linda
Using Graphs. Supervising: Technical Aspects of Supervision. The Choice Series #32. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-15-5
PUB DATE- 85
NOTE- 55p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Comparative Analysis; *Graphs; Learning Activities; Management Development; *Prediction; Self Evaluation (Individuals); *Statistical Analysis; Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on using graphs is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to look at the usefulness of graphs in displaying figures, use graphs to compare sets of figures, identify trends and seasonal variations in graphs; and make forecasts of the future by using graphs. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include drawing graphs, reading graphs, and forecasting with graphs. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 285 CE 044 068

Oertli, Gary; Taylor, Helen L. Sally
Telecourse: Family Day Care Provider Training. "Spoonful of Lovin.'" Final Report.
Edmonds Community Coll., Lynnwood, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 85
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Audiovisual Instruction; *Child Caregivers; *Curriculum Development; *Day Care; Distance Education; Educational Television; *Material Development; *Occupational Home Economics; Postsecondary Education; Pretests Posttests; *Telecourses; Two Year Colleges

A course syllabus for one-, two-, and four-year institutions was developed as a possible format for awarding credit for televised training of child care providers. "Spoonful of Lovin'" was designed as a series of five 30-minute programs to develop child care skills necessary to family day care providers, parents, and teachers. Episodes explored fundamentals of establishing a home day care business, normal child development, guiding youngsters' behavior, planning activities for children, and creating safe, effective learning environments. Participants in televised course delivery were 15 training institutions--2 vocational technical institutes, 10 community colleges, and 3 universities. In addition to a telecourse offering, a wide variety of options was developed using the "Spoonful of Lovin'" tapes, including combination with ongoing coursework, seminars, workshops, and graduate-level studies. The project provided access to training and training materials to 13,000 providers statewide at a cost of $4.00 per person. Pre- and post-tests administered to 45 students enrolled for credit in the telecourse series at Edmonds Community College indicated improved knowledge. (Appendixes, amounting to approximately two-thirds of this report, include survey responses, publicity, and teacher's guide to the telecourse with course description, objectives, and outline and study guides.) (YLB)

ED 268 313 CE 044 170

Crawford, Glinda B.; And Others
Life Skills: A Concerns Approach. North Dakota Junior High Home Economics Curriculum.
North Dakota Univ., Grand Forks. Bureau of Educational Services and Applied Research.
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- Aug 85
NOTE- 336p.; Teacher planning materials are printed on colored paper.
AVAILABLE FROM- Bureau of Educational Services and Applied Research, Box 8158, University Station, University of North Dakota, Grand Forks, ND 58202 ($10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Change; Child Development; Child Rearing; Clothing; Curriculum Guides; *Daily Living Skills; Day Care; *Decision Making Skills; Food; Goal Orientation; Grade 7; Grade 8; Health; *Home Economics; Home Management; Housing; Individual Development; Interpersonal Relationship; Junior High Schools; Learning Activities; Money Management; Needs Assessment; Nutrition; Self Concept; Skill Development; *Student Needs; Student Organizations; Values

This life skills curriculum for seventh and eighth grade is organized according to major concept areas. These concept areas are defined by concerns/specific needs of the students. Part I suggests a scope and sequence for five program options dependent on time spent in instruction. Part II discusses use of the concerns approach. Sample student and parent checklists to identify student needs/concerns are provided. Part III contains instructional strategies and materials. The nine major concepts of the curriculum begin with a "welcome" to home economics life skills and Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), and continue as follows: making the most of one's resources, food and the individual, human development and relationships, caring for children, clothes and the individual, personal health, personal living space, and closing (review of material). Each concept is composed of one to six subconcepts. Within each major concept of the curriculum, the subconcept sections are organized as follows: teacher planning materials (objectives, concerns addressed, applications in mathematics and/or science, learning activities, additional resources) and student handouts and teacher reference materials. Part IV lists general references. Appendixes include concerns research data. (YLB)

ED 268 467 CG 019 026

Softley, Teddi L.
Consulting Psychologists Perceptions of Role Boundaries and Ethical Issues.

SPONS. AGENCY- Texas Univ., Austin. Research Inst.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Counseling Services; *Counselor Attitudes; *Counselor Role; *Psychologists; *Role Perception

Psychologists have expanded their role by becoming consulting psychologists. New roles include assessment specialist, psychoeducational therapist, psychosituational assessor, curriculum developer, and program evaluator. A lack of consensus exists regarding norms for individual work situations. To investigate this issue, 177 randomly selected consulting psychology division members of the American Psychological Association were asked nine questions concerning their perceptions of ethical and role boundary issues. None of the items was perceived by the respondents to be highly appropriate. Functions reported to be of least importance were sharing confidential data, partisan involvement in organizational politics, and documenting evidence for firing employees. Functions considered most important were helping clients with problems unrelated to work, taking a therapist role with the client, making decisions as to what actions clients should take, and giving negative feedback to a client's employer. Limitations of the study include the low response rate (44 percent), possible newcomer bias, and an uneven response rate from different areas of psychology. Four pages of references are included. (ABL)

ED 268 580 CS 209 725

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Authors; Computers; *Doctoral Dissertations; Editing; Females; Foreign Countries; Freedom of Speech; Government Role; Intellectual History; *Journalism; *Journalism Education; Media Research; *Newspapers; *News Reporting; *News Writing; Political Issues; Production Techniques; Reader Response; Rhetoric; Rhetorical Criticism; School Newspapers
IDENTIFIERS- Brazil; Foreign News Media; India; Media Use; Press Law; Typography

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: (1) the response of the law to visual journalism from 1839 to 1978; (2) woman's image in authoritative Mormon discourse; (3) the depiction of computers and computer-related subjects in newspapers directed toward different social classes; (4) journalists' privilege and congressional investigations in the nineteenth century; (5) the Romanian press and its party-state relationship; (6) the effect of instruction and accuracy in journalism copyediting; (7) the anticommunist press's view of communism from 1945 to 1947; (8) editorial economics; (9) the relationship of newspaper characteristics and types of releases on publications; (10) images of school-press relations as seen by administrators and students; (11) the New York Times' coverage of India from 1973 to 1980; (12) the World War II journalism of Steinbeck, Caldwell, and Hemingway; (13) the typographical design techniques of the arts and crafts movement and Art Nouveau and their identification in the printed works of the Bauhaus; (14) newspaper readers in Brazil; (15) reallocation of advertising funds in changing newspaper markets; and (16) the newspaper editor as public official. (FL)

Johnson, J. David
A Model of International Communication Media Appraisal: Phase IV, Generalizing the Model to Film.

PUB DATE- Nov 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Developing Nations; *Evaluation Criteria; *Films; Information Utilization; Mass Media; *Media Research; *Models; *Perception; Periodicals
IDENTIFIERS- *Audience Response; Philippines; *Uses and Gratifications Research

A study tested a causal model of international communication media appraisal using audience evaluations of tests of two films conducted in the Philippines. It was the fourth in a series of tests of the model in both developed and developing countries. In general the model posited determinative relationships between three exogenous variables (editorial tone, communication potential, and utility) and appraisal. The two films were documentaries distributed worldwide by the United States Information Agency and intended for showing in informal audience settings and on television. One film was designed to impart the American values of cooperation and teamwork, while the other stressed the mutual interests of all nations. Both films were intended for primarily older, educated male elites. Results showed the following: (1) a good overall fit of the model to the observed system of intercorrelations; (2) a positive relationship between communication potential and appraisal; (3) a positive relationship between utility and appraisal; and (4) positive interrelationships between the variables of editorial tone, communication potential, and utility. As opposed to findings in the other tests of the model, negative rather than positive relationships were found between editorial tone and appraisal. It was concluded that the model, which was previously supported with research on magazines, could be generalized to other media as well. (HOD)

ED 268 609 CS 505 266

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 10p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Administrator Role; Annotated Bibliographies; Business; *Business Correspondence; Business English; *Communication Research; *Doctoral Dissertations; Elementary Secondary Education; *Employer Employee Relationship; Feedback; Foreign Countries; Foreign Workers; Higher Education; *Organizational Communication; *Research Methodology

IDENTIFIERS- Canada

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) speaker turns between staff and foreign clients at an employment agency; (2) the communication of norms in an effective organization; (3) industrial strategies and the communication/information sector in Canada; (4) the characteristics of effective written business communication; (5) ideology and power in organizations; (6) communication structure, network roles, and interpersonal orientations of staff members in a middle school setting; (7) the changing image of the Chrysler Corporation in 1979-80; (8) a communication based model for interpreting organizational culture; (9) downward, task-relevant, confidential information disclosure between superiors and subordinates; (10) instructional and support staffs' perceptions of internal communication in a suburban school district; (11) identification in the United States Forest Service; (12) a model of continuous evaluation and feedback in the classroom; and (13) the effect of introducing remedial English usage instruction in collegiate business communication. (FL)

ED 268 259 CE 043 944

McCall, Matthew S.
Health and Safety. Supervising: Industrial Relations. The Choice Series #84. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-01-5
PUB DATE- 85
NOTE- 97p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Adult Education; Behavioral Objectives; Check Lists; Employee Responsibility; *Employer Employee Relationship; Employment Practices; Inspection; *Labor Legislation; *Labor Relations; Laws; Learning Activities; Legal Responsibility; *Management Development; Occupational Diseases; *Occupational Safety and Health; Postsecondary Education; Safety Education; *Supervisory Training; Work Environment
IDENTIFIERS- *Great Britain

This student guide is intended to assist persons employed as supervisors in understanding and practicing principles of occupational health and safety. Discussed in the first three sections are the following topics: health and safety at work (causes of accidents, ways of dealing with and reporting accidents, procedures for preventing accidents and inspecting workplaces, work rules on health and safety, strategies for training and encouraging safety consciousness, and ill health brought about through work); Great Britain's Health and Safety at Work Act (employer responsibility for health and safety, personnel with special health and safety interests, information that employers must provide, and employee responsibilities for health and safety); and enforcement of the law and the powers of the Health and Safety Inspectorate. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 382 CE 044 336

Bishop, John; Barron, John M.
Stockpiling Job Applicants.
PUB DATE- Dec 84
NOTE- 12p.; For a related document, see CE 044 327.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Employment Practices; *Evaluation Criteria; *Job Applicants; *Personnel Policy; *Personnel Selection; Prerequisites; Professional Occupations; *Recruitment; Service Occupations; Unions
IDENTIFIERS- *Stockpiling

A study examined the way in which stockpiling job applications affects a firm's search for a new employee when an opening arises and the extent to which employers make use of applications they have stockpiled. Data on these questions were obtained from a survey of 2,264 employers that was sponsored by the National Institute of Education and the National Center for Research in Vocational Education in 1982. As hypothesized, stockpiling had a positive impact on extensive search as measured by the number of applicants interviewed. However, intensive search as measured by the number of hours spent per applicant significantly declined with stockpiling. Firms using the stockpiling strategy received 33 percent more phone calls and 35 percent more visits, and they accepted 44 percent more applications. When filling a job vacancy, larger firms called prior applicants at a much higher rate (58 percent for firms with more than 250 employees versus 27 percent for firms with fewer than 10 employees). Stockpiling was most common for service jobs and least common for professional and managerial jobs. Thus, likelihood of job vacancy and lack of specialized job requirements were associated with use of the stockpiling strategy. Unionized firms were significantly more likely to interview prior applicants. (MN)

ED 268 409 CG 018 968

Lampron, Dennis
Using Life Development Visualization with High School Students and Recent Graduates for Career Exploration.
PUB DATE- 29 Oct 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; *Counseling Techniques; Freehand Drawing; Goal Orientation; *Group Counseling; High Schools; *High School Students; *Imagery; Individual Development; *School Counselors; Values Clarification; *Visualization

This document presents Life Development Visualization as an effective counseling technique to be used in combination with other career exploration activities with groups of high school students or recent graduates. Visualization is described as a process orientation which blends an individual's personality and spiritual levels into a comprehensive whole and which provides a growth model for human development. It is emphasized that specific counseling techniques within visualization should be selected according to the individual and general situation, personality types, unique goals, and desired path of development of the students. Suggested techniques include guided imagery, awareness activities, symbolic art, meditation, well development, journal keeping, centering, focusing, and mind play. A set of four exercises, designed to aid students in examining some questions relative to what is of value and importance in their lives is described. The exercises presented, which can be completed in a 2 to 3 hour session, involve relaxation techniques, visualization, and imagery. Four questions to ask students are given: (1) where am I now in my life; (2) where do I want to go in my life; (3) what is blocking me; and (4) how can I get there. Instructions are given for helping students to relax, answer each question with a symbol, draw their symbols, and share their drawings. Materials needed are listed and it is noted that counselors using visualization will need student volunteers and support from both administrators and parents. (NB)

ED 268 453 CG 019 012

Stewart, Krista J.
Academic Consultation: Differences in Doctoral and Nondoctoral Training and Practice.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Consultation Programs; *Counselor Training; *Doctoral Degrees; *Educational Psychology; Higher Education; *Relevance (Education); *School Psychologists

Consultation describes a collaborative, indirect service that might address a variety of problems. The specific process used depends on the consultant's theoretical orientation. An academic consultation role has been proposed for the school psychologist in which he/she would function as an educational problem-solver who collaborates with teachers to make decisions regarding curriculum and educational program matters. Psychologists functioning in such a role would need skills in the process of consultation and would rely on educational psychology for content knowledge. This study evaluates whether or not school psychologists are trained in the process and content that would prepare them to do academic consultation and whether or not doctoral/nondoctoral differences exist in relevant training and actual practice. The results of a national survey of 151 training programs and 121 practitioners suggests that more doctoral than nondoctoral programs stress theory pertinent to academic consultation. Overall, however, few doctoral/nondoctoral differences in training and practice emerged. The results generally support the view that a number of training programs are not providing instruction in some of the areas basic to academic consultation. (Author/ABL)

ED 268 482 CS 008 361

Comprehensive Instructional Management Systems, Communication Arts, 1984-85. Final Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 86
NOTE- 37p.; Prepared by the Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Oriented Programs; *Curriculum Development; Elementary Education; Inservice Teacher Education; *Language Arts; *Program Effectiveness; *Program Evaluation; Reading Achievement; Reading Improvement; Teacher Improvement; *Test Construction; Testing; Writing Evaluation; Writing Improvement
IDENTIFIERS- New York (New York)

The New York City Board of Education's Comprehensive Instructional Management Systems-Communication Arts (CIMS-CA) project is described in this report. The introductory section provides background information on the project (implemented in 1980), the primary goal of which was to develop a holistic communication arts curriculum for kindergarten through grade eight, a corresponding test component, and a computer management system. This section also describes the program objectives for 1984-85, including continued implementation of curriculum and staff development, and developing pilot assessment instruments. The remainder of the report describes the 1984-85 evaluation of the CIMS-CA project, to document the level and quality of program implementation and to assess the program's impact on student achievement in reading and writing. The second section describes the program's components, including administration, instrument development, and staff development activities. The third section presents reactions to and perceptions of the program's instructional component, including effectiveness and weaknesses. The fourth section presents the methodology and results of the student reading and writing evaluation, which indicated improvement in both areas over the course of the year. The final section presents several conclusions based on analysis of program data, with recommendations to continue (1) monitoring dissemination efforts of the program for quality control, (2) providing staff development, (3) monitoring and revising tests, and (4) evaluating and revising curricula. (HTH)

ED 268 567   CS 209 712

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Emphasis."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 72p.; Cover of the magazine removed due to poor reproducibility. Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Wayne Valley High School, 551 Valley Rd., Wayne, NJ 07470 (Magazine only--profile not included--$3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Emphasis, the magazine published by Wayne Valley High School, Wayne, New Jersey. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 355 CE 044 269

Walters, Norma J.
Guidelines for Writing a News Release.
Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; *News Writing; *Publicity; Secondary Education; *Student Organizations; *Technical Writing; *Writing Skills
IDENTIFIERS- *Health Occupations Students of America

This guide is intended to teach members of Health Occupations Students of America (HOSA) to write a news release. Discussed first are the content and purposes of a news release. The mechanics of writing news releases are outlined. Provided next are guidelines for selecting photographs to include with a news release. Concluding the guide is a brief examination of the importance of radio and television stations in publicizing HOSA activities. A sample news release is appended. (MN)

ED 268 439 CG 018 998

Domestic Violence and Public Health. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Examination of Recommendations Proposed to Help Victims of Domestic Violence Resulting from Health-Related Crimes (October 30, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-443
PUB DATE- 86
NOTE- 102p.; Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Battered Women; *Child Abuse; *Elder Abuse; *Family Violence; Hearings; Prevention; *Public Health; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Congress 99th; Homicide

This document contains witness testimonies from the Congressional hearing called to examine the issue of domestic violence and public health. Senator Hawkins' opening statement recognizes the work of Surgeon General C. Everett Koop in organizing a workshop of over 150 experts in the public health field to examine the problem of domestic violence. Dr. Koop's testimony reports the results of the Surgeon General's Workshop on Violence and Public Health. Recommendations from the working groups at the workshop are included for prevention and for evaluation and the treatment of victims in the areas of assault and homicide, child abuse, child sexual abuse, elder abuse, rape and sexual assault, and spouse abuse. Koop also discusses the role of education in combating violence, the role of alcohol and drugs in violence, and the role of television in desensitizing the public to violence. Other witnesses include chairpersons of different sections of the Surgeon General's workshop. Lee Ann Hoff presents recommendations for the evaluation and treatment of victims of rape, Jean Goodwin examines the issue of child sexual abuse, and Douglas Sargent discusses the prevention of child abuse. Anne H. Flitcraft reports on the prevention of spouse abuse, Jordan I. Kosberg examines the issue of elder abuse, and John Waller discusses recommendations for the prevention of assault and homicide. Also included is a research study on knowledge and management strategies in incest cases which reports results of a survey of 108 physicians, psychologists, and family counselors. (NB)

ED 268 272 CE 043 978

Stakenas, Robert G.; And Others

A Project to Design a System for Evaluating R&D Products and Providing Feedback to Production and Dissemination Personnel.

Florida State Univ., Tallahassee. Learning Systems Inst.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Mar 86
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; Educational Innovation; *Evaluation Methods; *Evaluation Utilization; Formative Evaluation; *Instructional Materials; Material Development; *Models; Postsecondary Education; Program Effectiveness; Program Improvement; *Research and Development; *Research Utilization; Secondary Education; State Programs; Summative Evaluation
IDENTIFIERS- *Florida

The research and development (R&D) projects funded by the Florida Division of Vocational Education are intended to have utility for vocational educators in their efforts to improve vocational education programs and practices. This project was conducted to determine why some R&D products are accepted by potential users while others are not and to find alternative methods, procedures, and opportunities for providing feedback to media designers and diffusion personnel regarding the effectiveness of their decisions. The following procedures were used to achieve a holistic approach: (1) reviews of the literature on instructional design and diffusion of innovations; (2) interviews with professionals knowledgeable about the packaging and dissemination of instructional materials; (3) qualitative descriptions (scenarios) of "ideal" procedures; and (4) analysis of the flow of activities depicted in the scenarios to determine alternative opportunities for obtaining feedback. As a result of the project, a model was constructed that can be used by instructional designers and specialists. The model describes events that can have an impact on instructional materials usage and focuses attention on variables that can influence acceptance and use. Opportunities for obtaining feedback on design and design decisions are identified and the advantages and disadvantages of each opportunity are discussed. Appendixes include descriptions of five scenarios and the Purposes by Environments Matrix and a listing of references. (Author/KC)

ED 268 300 CE 044 145

Langone, Christine A.
Implementing Educational Change: A Qualitative Study of a Parenting Education Program.
PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Anthropological Association/Council on Anthropology and Education (Denver, CO, November 14-18, 1984). Document contains some blurred type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; *Change Strategies; Decision Making; *Educational Change; *Educational Innovation; Ethnography; *Home Economics; Influences; Inservice Teacher Education; Naturalistic Observation; Organizational Change; *Organizational Climate; *Parenthood Education; Resources; School Community Relationship; School Organization; Secondary Education; Teacher Attitudes; Teacher Characteristics; Teacher Role; Teacher Workshops

A study examined the organizational factors inhibiting and facilitating implementation of an innovation in an educational setting. The innovative program selected as the subject of this ethnographic study was Georgia's parenting education program. Data were collected from field interviews of teachers, observations of parenting education classes, and analyses of various documents used in planning and implementing the parenthood education programs. The following eight education factors were found to influence the implementation of the innovations to which the parenthood education teachers were introduced in an inservice workshop: school structure, decision-making power, advisory committees, role of the workshop, resources, teacher commitment, and demands on teachers. The interaction of the innovation and the school setting resulted in an alteration of both. As individual teachers attempted to implement the parenting class, they tested and sometimes modified existing policies and procedures; conversely, as the teachers experimented with ways of fitting the program into the existing school structure, the innovation itself was adapted to meet local needs. (MN)

ED 268 342 CE 044 229

Software Reviews for Adult Education.

Merrimack Education Center, Chelmsford, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- 85
NOTE- 122p.; For a related document, see CE 044 228.
AVAILABLE FROM- Merrimack Education Center, 101 Mill Rd., Chelmsford, MA 01824 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Computer Software; Daily Living Skills; Educational Resources; *English (Second Language); *High School Equivalency Programs; Language Arts; Mathematics Instruction; Reading Instruction; Science Instruction; Second Language Instruction; Social Sciences; Teaching Methods
IDENTIFIERS- 310 Project; *Courseware Evaluation

This directory contains 111 reviews of computer software programs suitable for use in adult basic education, general educational development, and English as a second language (ESL) programs. Each one-page review contains the following information: program title, version, producer, cost, hardware requirements, typical run time, back-up disk, appropriate uses, specific subject/skill area, instructional mode, description, and rating of program quality, recommendation, and comments. Programs were reviewed by one to three reviewers. Curriculum areas covered by the software reviews are computer literacy, ESL, language arts, life skills, mathematics, reading, science, and social studies. A section of programs for the teacher is also reviewed. The final section of the guide contains a list of the most useful programs for adult education. (KC)

ED 268 369 CE 044 300

Charner, Ivan; Fraser, Bryna Shore
Hispanics in Fast Food Jobs.
National Inst. for Work and Learning, Washington, D.C.
PUB DATE- May 84
NOTE- 27p.; For a related document, see CE 044 299.
AVAILABLE FROM- National Institute for Work and Learning, 1200-18th St., N.W., Suite 316, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; Education Work Relationship; *Employee Attitudes; *Employment Experience; *Employment Patterns; Employment Potential; *Employment Practices; Employment Qualifications; *Food Service; *Hispanic Americans; Job Performance; Job Training; Labor Market; National Surveys; Occupational Mobility; Salary Wage Differentials; Student Educational Objectives; Transfer of Training; Work Attitudes
IDENTIFIERS- *Fast Foods

A study examined the employment of Hispanics in the fast-food industry. Data were obtained from a national survey of employees at 279 fast-food restaurants from seven companies in which 194 (4.2 percent) of the 4,660 respondents reported being Hispanic. Compared with the total sample, Hispanic fast-food employees were slightly less likely to be female (62 versus 66 percent) and somewhat younger (75 versus 71 percent below the age of 20). More Hispanic fast-food industry employees were in general rather than vocational or academic programs, with fully 18 percent not knowing which program they were in. The grades of the respondents were fairly high, with only 14 percent reporting grade averages of C or below. The work ethic appeared to be alive and well among the Hispanic respondents, with 63 percent expecting work to be the central part of their lives and 85 percent saying they would work even if they didn't need to. Most planned to continue their education beyond high school. There was some link between employment in a fast-food restaurant and school for about one-fourth of the Hispanic respondents. As was true for their non-Hispanic counterparts in the survey, the Hispanic employees were able to learn a number of transferable job-related skills. (MN)

ED 268 395 CG 018 953

Damico, Sandra Bowman

Social Interactions in Middle Schools: Effects of Organizational Structure.

PUB DATE- Apr 85
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Desegregation Effects; Grade 7; Junior High Schools; Junior High School Students; Middle Schools; Peer Relationship; *Racial Relations; *School Desegregation; *School Organization; School Policy; Social Networks; *White Students

School desegregation has been promoted as a means for decreasing racial hostility and for raising minority achievement. A study was conducted to explore the effects of school organizational structure on the race/gender composition of interacting social networks of adolescents attending two middle schools. While the schools varied in the opportunities provided for interactions among classmates, each had a student body similar in socioeconomic status and percentages of white and black students. Middle School (MS) had interdisciplinary, multigrade team organization with random assignment of students resulting in a heterogeneous student population. Junior High (JH) had ability tracking with limited student interaction. Data were collected from 345 seventh graders at JH and 332 seventh graders at MS. Students rated how often they talked with all other students in their grade. Factor analysis was used to describe the social networks existing at each of the schools. By controlling opportunities for interactions, school structure was found to affect the size, race, and gender of social groups and linkages between them. The results indicated that: (1) black males were better represented in white social networks at MS than at JH; (2) black females were equally accepted in both schools; and (3) acceptance of whites by blacks was generally better at MS than at JH. These results suggest that a school's structure is important in fostering interracial relationships. References and data tables are appended. (Author/NRB)

ED 268 468 CG 019 027

Polivka, Larry
Juvenile Justice, Education and Employment. Children and Youth Issue Paper Series, Report I.
Florida State Office of the Governor, Tallahassee.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Correctional Institutions; *Delinquency Prevention; *Education; *Employment; *Juvenile Courts; Policy; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Juvenile Justice

This document is a report of the Florida Department of Health and Rehabilitative Services on juvenile justice, education, and employment designed to present policy formation, identify major policy implications, document the extent to which former deficiencies have been remedied, and establish a policy foundation for future program development. The major findings of the report are described as the following: (1) current preventive efforts in the juvenile justice system are limited and there is little evidence that even these limited prevention programs are effective; (2) the single intake system has not increased diversion rates or lowered detention rates; (3) youth services have made enormous progress over the past several years in the development of community program alternatives to training schools; (4) educational resources, such as reading development, can greatly reduce or prevent juvenile crime; and (5) the creation of employment opportunities represents another resource for preventing delinquency. (ABL)

ED 268 497 CS 008 391

Dahlgren, Gosta; Olsson, Lars-Erik
The Child's Conception of Reading.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Childhood Attitudes; Cognitive Processes; Concept Formation; Epistemology; Foreign Countries; Grade 1; *Metacognition; Preschool Children; Primary Education; Reading Ability; *Reading Attitudes; Reading Instruction; *Reading Readiness; *Reading Research; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Sweden

A study was conducted to describe conceptions of the usefulness of reading (the function or "why" of reading) and conceptions of the reading process (the form or "how" of reading) among preschool and first grade children in Sweden. The research paradigm used--based on the work of Vygotsky and Piaget--was called the "second order perspective" and centered on how people describe different aspects of their surrounding world. Data were drawn from transcribed clinical individual interviews with 80 preschool children and a follow-up study of 53 children at the end of the first grade. The interviews with the first grade children were supplemented with reading rate, word comprehension, and reading comprehension tests. Results showed that the children described the function of reading in two qualitatively different ways: as a possibility (they see reading as useful for themselves) and as a demand (they see reading as something pressed upon them by others). The children described the process of reading in four different categories: ›ntextual, textual, interactive, and body-related. Overall, the study found that children think a great deal about reading well before they have started school and acquired some reading competence. (FL)

ED 268 511 CS 008 417

Massaro, Dominic W.; And Others
Frequency, Orthographic Regularity, and Lexical Status in Letter and Word Perception. Technical Report No. 550.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 117p.; A report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; English; Higher Education; *Letters (Alphabet); *Orthographic Symbols; *Reading Research; Spelling; Visual Learning; *Word Frequency; *Word Recognition; Word Study Skills
IDENTIFIERS- *Orthographic Structure

A study assessed the role of orthographic structure in college students' perceptual recognition and judgment of letter strings. Lexical status, word frequency, bigram frequency, log bigram frequency, and regularity of letter sequencing were orthogonally varied across a series of experiments. Six-letter words and their anagrams were used as test stimuli in a target-search task. Results showed that words were recognized better than their corresponding equally well-structured anagrams, but that word frequency had little effect. Orthographically regular anagrams were recognized better than irregular anagrams, whereas log bigram frequency did not have an effect. In contrast, post hoc correlations revealed that log bigram frequency did correlate significantly with individual item performance. In a final experiment, subjects judged which of a pair of letter strings most resembled English in terms of either the frequency or the regularity of letter sequences. Findings revealed an influence of essentially the same dimensions of orthographic structure as that revealed by the perceptual recognition task. The overall results provided evidence for lexical status, regularity of letter sequencing, and frequency of letter sequencing as important dimensions in the psychologically real description of orthographic structure. (Author/FL)

ED 268 525 CS 209 629

Dunbar, Shirley
CAI and English Composition for the Multi-Cultural/Lingual Student.
PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (20th, Portland, ME, October 24-26, 1985) and to be presented at the New England Computing Conference (Plymouth, NH, November 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *English (Second Language); English Instruction; Higher Education; Program Descriptions; *Second Language Learning; Teaching Methods; Two Year Colleges
IDENTIFIERS- Bunker Hill Community College MA

Bunker Hill Community College in Boston, Massachusetts, supports a prodigious English as a Second Language (ESL) program, which attracts large numbers of Hispanics, Asian Americans, and other minority language groups. They are accepted in the program only after they have learned the basic "survival" skills in the various pre-ESL programs around the city. They spend from two to three semesters in the ESL program before they are eligible for entry into a mainstream program, which usually places them in English 101. This program uses computer assisted instruction because it is designed to teach students to like to write and deals with the tedious process of rewriting and editing, an enticing approach for students who have difficulty learning a new language. Using the available tutorials for the "Volkswriter" word processing software, a series of steps was designed to help students write a few paragraphs on IBM personal computers. Students spend three hours in class work plus two hours in the computer lab each week. Around the fifth week, they are ready to use the computer on their own. They are also required to spend at least one of their computer hours working on developmental software to improve their skill at recognizing sentence errors, improve their vocabulary, and develop reading skills. Time conflicts between students working on programming and the ESL students, as well as frequent "down time" for the IBM programs have been serious problems in the computer lab, but they did not appear to affect enrollment. Twenty new computers, several printers, and different software programs have recently been added to the lab. (HTH)

ED 268 539 CS 209 660

Facts about Newspapers '86: A Statistical Summary of the Newspaper Business.

American Newspaper Publishers Association, Washington, D.C.

PUB DATE- Apr 86
NOTE- 29p.; For the '85 Facts, see ED 260 411.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Advertising; Comparative Analysis; Consumer Economics; Economic Status; *Employment Patterns; *Expenditures; Foreign Countries; Journalism; *Newspapers; *Statistical Distributions; Statistics
IDENTIFIERS- *Canada; Media Use; *Newspaper Circulation

Attesting to the continuing economic strength and institutional vitality of the newspaper business in 1985, this booklet presents a statistical summary of the industry in the United States and Canada. The statistics cover a wide range of topics, including (1) number of daily newspapers, (2) daily newspaper circulation, (3) daily newspapers by circulation groups, (4) single copy sales prices, (5) daily newspaper advertising volume, (6) newspapers' share of advertising expenditures, (7) ratio of advertising to total content of daily and sunday newspapers, (8) United States newsprint consumption compared to national economic growth 1970-85, (9) general newspaper prices in the eastern U.S. per metric ton, (10) newspaper employment compared to total U.S. employment 1947-85, (11) employment patterns of journalism school graduates, (12) U.S. weekly newspapers and circulation 1960-86, (13) U.S. daily newspaper circulation of the 20 largest papers in 1985, (14) the 20 largest U.S. newspaper companies in 1985, (15) total number and circulation of Canadian daily newspapers 1946-85, (16) the growth of newspaper advertising and the Canadian economy 1962-85, and (17) comparison of various Canadian advertising media in 1984 and 1985. (HOD)

ED 268 232 CE 043 872

Hirtz, Nicholas J.

The Development and Coordination of Placement and Follow-up for Vocational Guidance. Final Report from September 1, 1984 to August 31, 1985.

Hillsborough Community Coll., Tampa, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 31 Aug 85

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Graduates; *Data Collection; Followup Studies; *Graduate Surveys; *Job Placement; Motivation Techniques; *Responses; Surveys; Two Year Colleges; *Vocational Education; *Vocational Followup

IDENTIFIERS- Hillsborough Community College FL; *Response Rates (Questionnaires)

A timely and coordinated system to conduct placement and followup studies was developed by Hillsborough Community College. The project was intended to increase the response rate of program completers and leavers and the placement rate of program completers in order to meet the placement rate set by the 1983 Florida legislation. Vocational faculty and administrators cooperated by completing a placement survey questionnaire and a referral form for completers requiring job placement assistance. Job placement specialists contributed to the documentation of placement in a similar manner, and completers requiring job placement assistance were referred to them. A survey questionnaire was mailed to all program completers and leavers to collect placement data. Second and third mailings to non-respondents followed. The Feedback Tape from the Florida Division of Labor and Employment Security provided additional information matching program completers with students in the state university system and employees as reported by employers. An overall response rate of 95.6 percent of all vocational program completers demonstrated the effectiveness of other sources of placement documentation in addition to the survey alone. The response rate of program leavers increased by more than 100 percent. The placement rate was considerably higher than for two previous years. (YLB)

ED 268 286 CE 044 077

Baggett, Connie D.
Vocational Guidance for Special Needs Students: A Handbook for Helping Counselors Do a Better Job. Teacher Education Series, Vol. 26, No. 1.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- May 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Guidance; Counseling Objectives; *Counseling Techniques; *Disabilities; Educational Diagnosis; Educational Legislation; Educational Opportunities; Employment Opportunities; Federal Legislation; *Mainstreaming; Prevocational Education; Program Content; Regional Schools; Secondary Education; Standardized Tests; *Student Evaluation; Test Interpretation; Test Results; Test Selection; Vocational Education; *Vocational Evaluation; Vocational Schools
IDENTIFIERS- *Special Needs Students

This handbook is intended to assist guidance counselors involved in helping special needs students choose vocational programs. Included in the manual are an overview of 9 special needs populations; position statements of the American School Counseling Association and on rehabilitation and school counselors working together; guidelines for selecting, administering, scoring, and reporting results of tests used in assessing special needs students for educational programs; prevocational policy for mainstreamed students; lists of 40 occupations with the largest projected growth and 20 fastest growing occupations for 1982-1995; a description of typical course offerings in area vocational-technical schools; descriptions of 33 different programs offered in area vocational-technical schools; and guidelines for administering different types of standardized vocational tests. (MN)

ED 268 328 CE 044 206

Bishop, John; And Others

High School Graduates in the Labor Market: A Comparison of the Class of 1972 and 1980.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 56p.
GRANT- NIE-G-83-0005-P-1
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cooperative Education; Educational Benefits; Educational Experience; Educational Trends; *Education Work Relationship; Employment Patterns; High Schools; *Institutional Characteristics; Longitudinal Studies; *Student Characteristics; *Success; *Trend Analysis; *Vocational Education; Work Experience

The high school/student qualities that lead to a more successful school-to-work transition were investigated. The project identified features of the high school experience correlated with initial labor market success/failure of young workers and determined if the conditions of a successful transition have changed in the last decade. Data for the high school senior class of 1980 from the High School and Beyond Survey were compared to a sample from the National Longitudinal Survey of the High School Class of 1972. No clear evidence was found that the high school academic experience has led to the decline in labor market experience. For males, high school vocational programs improved dramatically between 1972 and 1980. Conversely, the cooperative vocational programs successful for the class of 1972 no longer functioned well by 1980. Only weak evidence supported the notion that better disciplined study habits improved labor market outcomes. Hours spent on a job during the senior year were very important for early work experiences of youth. However, a better academic record was generally rewarded in the labor market. A greater emphasis on academic credit hours consistently was related negatively to wage rates, employment, and earnings. Vocational courses had a positive payoff. (Eleven tables are appended.) (YLB)

ED 268 356 CE 044 274

Pierce, W. Lee; And Others
An Adult Basic Educator's Directory of Software for Microcomputers.
University of Southern Mississippi, Hattiesburg.
PUB DATE- Jun 85
NOTE- 176p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Adult Programs; Adult Students; Check Lists; *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; *Computer Software; Daily Living Skills; *Evaluation Methods; Guidelines; *High School Equivalency Programs; Language Arts; Mathematics Instruction; Microcomputers; Problem Solving; Science Instruction; Social Sciences; Vocabulary; Word Processing
IDENTIFIERS- 310 Project; PLATO

This document is a guide to an annotated bibliography of software for use with microcompuers in adult basic education (ABE) classes. Some materials also are suitable for use in General Educational Development (GED) classes. The directory contains software reviews in the following categories: tools (such as word processing, spreadsheets), computer literacy, language arts, life skills, mathematics, miscellaneous educational areas, problem solving, science, and social studies. Each review contains title, date, version, vendor, subject area, level, program type, price, computer needed, auxiliary equipment needed, availability of instructional manual, appropriateness for ABE and/or GED, recommendation for use, and comment. The document also contains guidelines for choosing hardware and educational software, and a description of the PLATO and PLATO/WISCAT systems. Appendixes include a bibliography, a software evaluation checklist, and a glossary. Software is indexed by title, by publisher, and by type. (KC)

Aldous, Joan; And Others
The Quality of Life over the Family Life Cycle.
PUB DATE- Nov 85
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Age Differences; *Child Rearing; Comparative Analysis; *Family (Sociological Unit); Family Financial Resources; *Family Structure; *Life Satisfaction; Parent Attitudes; *Quality of Life; Trend Analysis

Studies conducted in the 1960s (Aldous and Hill, 1969) examining the quality of life in families based on their affective and financial resources identified the childbearing stage and the stage when adolescents were present as especially stressful periods. Findings from the 1978 Quality of American Life survey (Campbell and Converse, 1980) were compared with results from these earlier studies using analogous quality of life indicators and dividing subjects into seven life cycle stages: (1) newly established marriages (N=143); (2) childbearing families (N=221); (3) families with school-aged children (N=309); (4) families with adolescents (N=181); (5) families with young adult children (N=306); (6) postparental families (N=300); and (7) aging families (N=178). The 1978 results were similar to earlier studies in that, on indicators of both sentimental and instrumental resources, older couples tended to be more content and persons in the childrearing years reported being statistically significantly less satisfied than other groups. The most striking difference between the results of the 1969 and the 1978 studies was the perception of 1978 couples in newly established marriages of fewer expressive and financial resources. This finding suggests that couples in new marriages who stay married and have children may lack the build-up of resources in this first stage that could buffer the loss of financial and sentimental assets in the child-present stages. A comparison of groups differing on occupation, gender, wife's employment, and the presence of husbands within stages helped to specify which groups were particularly liable to instrumental and expressive deficits and surpluses in which stages. References, tables and figures are attached. An appendix gives the operationalization of the study variables. (NB)

ED 268 554 CS 209 698

A Guide to Curriculum Planning in English Language Arts. Bulletin No. 6360.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 86

NOTE- 285p.; Prepared by the Language Arts Task Force. Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; *Curriculum Development; Elementary Secondary Education; *English Curriculum; *Integrated Curriculum; *Language Arts; *Language Skills; Listening; Literature Appreciation; Mass Media; Reading Instruction; Speech Communication; Teaching Methods; Writing Instruction

Emphasizing language as a means of communication and as a learning tool, this guide to curriculum planning presents a conceptual framework for a kindergarten through grade twelve language arts program emphasizing the integration of listening, speaking, reading, writing, and media use. The content and skills sections in the guide include a statement of scope and sequence, goals and outcomes, evaluation techniques, suggestions for parents, and exemplars. Following an overview section describing the purpose of the guide, the communication approach to language arts, and the integration of the language arts, and guide discusses the following language skills: language, literature, listening, speaking, reading, writing, using media, curriculum planning, implementation and evaluation, and critical issues. (Appendixes include resources, proposed guidelines for free and responsible student journalism, teacher education program approval standards, workload and the teaching of secondary school English, and guidelines for nonsexist uses of language.) (HOD)

ED 268 610 CS 505 267

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85

NOTE- 12p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Communication (Thought Transfer); *Communication Research; *Communication Skills; Conflict; Consultants; Cultural Influences; Discourse Analysis; *Doctoral Dissertations; Females; Foreign Countries; Group Discussion; Group Dynamics; Higher Education; Interaction; Intercultural Communication; *Interpersonal Communication; Interpersonal Competence; Job Satisfaction; Males; *Nonverbal Communication; Secondary Education

IDENTIFIERS- Communicator Style; Family Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) ways of conceptualizing and evaluating group discussion; (2) participant observations of communication themes in families facing death; (3) perceptions of power orientations and communicator characteristics; (4) control in the consultant-consultee dyad; (5) the effect of conflict expression styles on quality of outcome and satisfaction in small, task-oriented groups; (6) interpersonal communication through the mass media; (7) client satisfaction and control in the initial attorney-client interview; (8) problem solving constructions in social negotiations; (9) nonverbal components of first impression formation in cross-cultural counseling; (10) the formation of social relationships; (11) verbal and nonverbal aspects of intercultural group conversation; and (12) the relationship between family communication, self-concept and academic achievement of adolescents in Malaysian schools. (FL)

ED 268 246 CE 043 931

Carlisle, Ysanne
Easy Statistics. Supervising: Technical Aspects of Supervision. The Choice Series #34. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-21-X
PUB DATE- 85
NOTE- 68p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Decision Making; Learning Activities; Management Development; Self Evaluation (Individuals); *Statistical Analysis; Statistical Data; *Statistics; Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on easy statistics is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to use statistics to improve his/her decision-making ability, interpret statistics and form judgments on the interpretations other people make, assess statistically a work team's performance, and use quick and practical statistical tests at work. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include describing data, some basic statistics, a basic statistical test, and relationships and trends. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 314 CE 044 171

Johnson, C. Frances; Hales, Loyde W.

Implementation of Nursing Process: An Evaluation of an Inservice Educational Program in an HMO Acute Care Hospital.

PUB DATE- Apr 86

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Comparative Analysis; *Health Facilities; *Inservice Education; Medical Services; *Nurses; *Nursing; Outcomes of Education; Postsecondary Education; Pretests Posttests; *Program Effectiveness; *Staff Development

IDENTIFIERS- *Health Maintenance Organizations

A study examined the effectiveness of the current inservice training process used to teach newly employed nurses at Bess Kaiser Medical Center to transfer nursing process theory to practice. Eighty-two of 102 recently hired registered nurses were included in the audit sample. The newly hired nurses, whose previous experience varied from less than 6 to more than 10 years of nursing experience, were required to take a 4-hour nursing process class that addressed 12 objectives, including clarifying the relationship between the nursing process and delivery of nursing care, distinguishing between a medical and nursing diagnosis, utilizing interviewing techniques, utilizing assessment information, reassessing patients, documenting the nursing process, and integrating the nursing process into the unit's delivery of health care. Pre- and posttests were administered to the nurses to assess the effectiveness of the nursing process workshop. Overall, the study supported the position that the educational process for nurses must include not only the theory of nursing practice, but also a practical method of applying the theory to practice. For example, when the charting behavior of the nurses who attended the workshop was compared with that examined in a previous study, the workshop appeared to have a positive effect. (MN)

ED 268 383 CE 044 340

Schell, John W.; Brauchle, Paul E.
Using a High Technology Process Evaluation in Employment and Training Programs.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Oriented Programs; Employment Programs; *Evaluation Methods; Evaluation Utilization; *Federal Programs; *Formative Evaluation; *Job Training; Microcomputers; Postsecondary Education; *Program Evaluation; Program Improvement; Self Evaluation (Groups)
IDENTIFIERS- *Job Training Partnership Act 1982

Process evaluation has great potential to meet the needs of managers who are charged with operating employment and training programs under the Job Training Partnership Act (JTPA). One adaptation of process evaluation could make use of a personal computer to enhance the cost-effectiveness and quick turn-around time of this method of assessing the progress of job training programs. Advantages of process evaluation include the following: (1) it is helpful in diagnosing problems before they become serious; (2) it is cost effective; and (3) it closes the performance feedback loop quickly. JTPA managers implementing a process evaluation system must make choices, such as choosing what to evaluate, selecting appropriate evaluation measures, selecting an evaluation procedure, and integrating evaluation findings for program improvement. Solving the problems encountered during process evaluation requires computerization of evaluation activities, standardization of process evaluation criteria, independent local evaluation, and enhanced staff attitudes toward evaluation. (KC)

ED 268 410 CG 018 969

Meiselman, Karin C.

Psychotherapeutic Approach to Incest-Related Disturbances in Adolescents and Young Adults.

PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Females; *Incest; Mothers; Parent Child Relationship; *Psychological Needs; Psychological Patterns; *Psychotherapy; Sexual Abuse; Victims of Crime; Young Adults
IDENTIFIERS- Defense Mechanisms; *Denial (Psychology)

In late adolescence and early adulthood, an ideally developing woman learns to cope with the world outside her family of origin and acquires a sense of identity that is stable and largely positive. Individuals with severe early trauma may have difficulty completing adolescence. Incest is one childhood trauma that can either be mastered in late adolescence or carried into adulthood with the potential for creating disturbances. Late adolescence-early adulthood would appear to be the age when incest victims are least likely to seek psychotherapy, instead relying on repression or suppression to cope with the incest experience. Incest victims may also use avoidance, acting out, and denial mechanisms and may resort to drugs and alcohol. Interpersonal crises during late adolescence may cause victims to be briefly shaken out of their denial stance. Case studies of incest victims in psychotherapy illustrate the use of denial mechanisms which were destined to break down. A victim may feel strongly attached to her mother, and at the same time, feel deeply ambivalent about her. The therapist must allow the client to work through her feelings about the mother-daughter relationship. Other themes that might be uncovered during psychotherapy include the repeated occurrence of intense romantic relationships which are ultimately destructive, and the repetition of rescue fantasies. Whether in group or individual therapy, the young incest victim needs a caring adult to relate to as she separates from her mother and revises her faulty identity formation. (NB)

ED 268 454 CG 019 013

Chambless, Dianne L.
Follow-Up Research on Agoraphobics.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Counseling Effectiveness; Counseling Techniques; *Holistic Approach; Life Style; Maintenance; *Marriage Counseling; *Problem Solving; *Relaxation Training
IDENTIFIERS- *Agoraphobia; *Relapse

In vivo exposure is the most commonly used and generally the most effective behavioral treatment for agoraphobia. Follow-up studies are difficult to interpret because additional treatment does not necessarily indicate relapse and non-treatment does not necessarily indicate non-relapse. Relapse rates are difficult to estimate because of lack of consensus on the definition of relapse. Relapse factors include reliance on anti-depressant medication and such measures of personality and psychopathology as marital status, locus of control, social anxiety, depression, and early compliance with treatment. Other variables are work satisfaction, negative thinking, socioeconomic status, and frequency of panic attacks. Maintenance of agoraphobics has been shown to be enhanced through the use of the following techniques: (1) marital therapy for disstressed couples; (2) maintenance homework including exposure and applied relaxation; and (3) panic reduction, especially methods not using medication such as reducing marital conflict and increasing problem solving skills. Finally, agoraphobics need to be encouraged to adopt a healthy life style and to be self-nurturing. (ABL)

ED 268 483 CS 008 362

Lee, Valerie
National Assessment of Educational Progress Reading Proficiency Catholic School Results and National Averages. 1983-84 Final Report.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; National Competency Tests; National Norms; *Reading Achievement
IDENTIFIERS- *National Assessment of Educational Progress

Intended to enable Catholic educators to evaluate the reading progress of their students compared to the nation as a whole, this report presents reading achievement data for nearly 6,000 Catholic school students out of 20,000 students in grades 4, 8, and 11, assessed in 1983-84 by the National Assessment of Educational Progress (NAEP). The findings are divided into three sections. Each section presents comparisons of Catholic school student performance with the respective national average and focuses on the following characteristics: (1) findings that compare students by subgroupings related to family background and social status; (2) findings that relate to characteristics of the schools (e.g., their locations and certain information about their curricula); and (3) findings that relate to behaviors associated with academic performance (i.e., homework, television watching, student grades, and some course-enrollment information for 11th graders). (HTH)

ED 268 568 CS 209 713

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Phoenix."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 74p.; Cover of magazine removed due to poor reproducibility. Photographs may not reporduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Scotland Publications, Scotland High School, 1000 West Church St., Laurinburg, NC 28352 (Magazine only--profile not included--$3.50 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Phoenix," the magazine published by Scotland High School, Laurinburg, North Carolina. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 581 CS 209 727

Katstra, Joyce
The Effects of Peer Evaluation on Attitude toward Writing and Writing Fluency of Ninth Grade Students.
PUB DATE- 85
NOTE- 96p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Comparative Analysis; Grade 9; *Peer Evaluation; Secondary Education; Sex Differences; Teaching Methods; *Writing Apprehension; *Writing Evaluation; Writing Improvement; Writing Instruction; *Writing Research

A study examined the effects of peer evaluation on writing fluency and writing attitudes. Subjects, 177 ninth grade students from seven classrooms, were randomly assigned to experimental and control groups. Subjects in both groups wrote a first draft of a paper. Those in the experimental group then received peer evaluation training and rewrote their papers based on assistance from their peer evaluation group. Subjects in the control group rewrote their papers receiving assistance from the teacher only when they asked for help with specific areas. Subjects also completed pretests and posttests that measured their attitudes toward writing. Writing fluency was measured by a word count on the first and last drafts. The results showed a significant overall increase in positive attitudes toward writing in the experimental group, and that females in both groups showed a more positive attitude toward writing than males on both the pretest and the posttest. There was, however, a decrease in word count from the first to the last draft in the experimental group, suggesting that rather than helping the writers to feel more at ease and to expand their writing, peer evaluation might have helped the experimental subjects refine and tighten their writing. (HTH)

ED 268 595 CS 505 246

Should More Rigorous Academic Standards Be Established for All Public Elementary and/or Secondary Schools in the United States? Intercollegiate Debate Topic, 1985-1986, Pursuant to Public Law 88-246. House of Representatives, 99th Congress, First Session.
Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- House-Doc-99-95
PUB DATE- 86
NOTE- 802p.; Document contains many pages of small print.
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; *Debate; Educational Assessment; Educational Change; Educational Finance; Educational History; *Educational Improvement; Educational Policy; *Educational Quality; *Elementary Secondary Education; Higher Education; Persuasive Discourse; Student Evaluation
IDENTIFIERS- *Intercollegiate Debate Topic

Designed to facilitate the research related to the preparation and presentation of arguments for the intercollegiate debate topic, this manual summarizes issues surrounding educational reform and quality control in American elementary and secondary schools. The excerpts from books, periodicals, and other sources not always readily available to public or research libraries included in this manual were selected to provide background information, an overview of the principal issues, and a balance of opposing views. The five sections of the manual focus on the following areas: (1) background and overview of educational reform; (2) school effectiveness and quality, testing, and general achievement; (3) achievement and curricular problems; (4) curricular solutions; and (5) teachers, school administration, and school finance. Also included in the manual are a selected bibliography of materials on the intercollegiate debate topic, a guide to information sources, and a list of available government publications on the intercollegiate debate topic. (HTH)

ED 268 260 CE 043 945

Stirling, John
Industrial Relations in Action. Supervising: Industrial Relations. The Choice Series #85. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-07-4
PUB DATE- 85
NOTE- 87p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Arbitration; Behaviora jectives; Check Lists; *Collective Bargaining; *Employer Employee Relationship; Labor Legislation; *Labor Relations; Laws; Learning Activities; Legal Responsibility; Management Development; Postsecondary Education; *Supervisory Training; *Unions
IDENTIFIERS- *Great Britain

This student guide is intended to assist persons employed as supervisors in learning the principles of industrial relations. Discussed in the first eight sections are the following topics: the nature and scope of industrial relations, management organizations and employers' associations, unions, the rights and roles of union representatives, the organization of unions, individual and collective matters, and Great Britain's Advisory Conciliation and Arbitration Service. Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The ninth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

ED 268 301 CE 044 156

Imel, Susan
Adult Literacy Volunteers. Overview. ERIC Digest No. 48.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; Educational Benefits; Educational Needs; Educational Resources; *Literacy Education; *Program Administration; *Program Development; Program Implementation; *Volunteers
IDENTIFIERS- ERIC Digests

Although volunteer tutors traditionally have formed the basis of the programs of Laubach Literacy Action and Literacy Volunteers of America, volunteers have begun to play a greater role in adult literacy instruction provided through community-based organizations, correctional institutions, churches, and federally funded adult basic education. Ilsley has identified five elements common to all literacy volunteer programs: purpose, scope, organizational control, professionalism, and finance. No single combination of these variables is appropriate for every station; instead, programs should be tailored to the needs of the group or community to be served. Likewise, selecting an appropriate administrative approach is important. Criteria for selecting volunteers, clarification of the assumptions about volunteers that are held by the organization developing the literacy program, and specification of the relationship between organizational setting and the establishment of a climate for volunteer participation are some of the many considerations that must be addressed. Administrators deciding to incorporate volunteers into adult literacy programs must also consider the myths, advantages, and disadvantages associated with literacy volunteerism. There is no shortage of resources available for those wishing to develop administrative guidelines and procedures for adult literacy volunteer programs, with as much as three-fourths of the literature base being devoted to administrative aspects of program development. (MN)

ED 268 343 CE 044 254

Marketing Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 181p.; For related documents, see CE 044 255-261.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; *Competency Based Education; Course Descriptions; Evaluation Criteria; *Fashion Industry; Interpersonal Communication; Job Search Methods; *Job Skills; *Marketing; *Merchandising; Occupational Information; Program Descriptions; Salesmanship; Secondary Education; Student Evaluation; Vocational Education

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of marketing education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For marketing education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These topics are included in the curriculum: advertising and sales promotion, fashion merchandising, marketing and merchandising, ownership, management, and sales. Materials provided for each subject include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 396 CG 018 954

Treiber, Frank A.; Shaw, Darlene

Acquired Immune Deficiency Syndrome (AIDS): Psychological Impact on Health Personnel.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Diseases; *Nurses; *Physician Patient Relationship; *Physicians; *Psychological Patterns; Special Health Problems; *Stress Variables
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

Acquired Immune Deficiency Syndrome (AIDS) has been receiving considerable attention by the medical community as well as by the public. This attention is due to the rapid increase in cases of AIDS, the uncertain etiology of the disease, and the poor prognosis of the disease. Although some research has investigated the psychological impact of AIDS on its victims, little research has been conducted on the psychological impact of AIDS on the medical staff caring for AIDS patients. In an attempt to examine this impact, eight nurses and four physicians involved in the care of an AIDS patient and a matched, non-AIDS patient responded to four self-report measures which assessed the psychological distress associated with working with each patient. Compared to working with the non-AIDS patient, the physicians and nurses reported experiencing increased anxiety, greater interference in non-work activities, more frequent negative ruminations, and negative perceptions regarding the patient's behavior while working with the AIDS patient. These findings support previous anecdotal reports that medical staff do experience psychological distress when working with an AIDS patient. Because of the fears and concerns engendered in medical personnel by providing care to AIDS patients, psychological and educational interventions are needed to reduce staff's discomfort and thereby facilitate optimal care of AIDS patients. (Author/ABL)

ED 268 440 CG 018 999

Child Victims of Exploitation. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session (October 31, 1985).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 170p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; *Child Abuse; *Children; *Crime Prevention; Hearings; *Pornography; *Sexual Abuse; Victims of Crime

IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the plight of child victims of exploitation. The opening statement by Congresswoman Boggs outlines federal legislation and Congressional action regarding the exploitation of children. Representative McCain discusses legislation he has introduced which deals with child pornography. Kenneth V. Lanning, a special agent from the Behavioral Science Unit of the Federal Bureau of Investigation's Training Division, provides information concerning the law enforcement perspective of the problem of child victims of exploitation. Victoria Wagner, the executive director of the Seattle Youth and Community Services describes some of the youth who use her organization's services, how they get on the street, and what happens to them. Michael Jupp, executive director of Defense for Children International-U.S.A., discusses the commercial sexual exploitation of children. Thomas Berg, the director of clinical services with the Chesapeake Institute speaks to the perspective of the clinical or therapeutic side of the issue. Bruce Taylor, from the Citizens for Decency Through Law suggests ways to help solve the problem of child exploitation Steven Finkelberg, a detective from the Washington, DC Metropolitan Police Department discusses his own experience in the ways children and young adolescents can be exploited for criminal purposes and what measures can be used to address the problem. Prepared statements from witnesses and committee members, letters, and supplemental materials appear throughout the text. (NB)

ED 268 469 CG 019 028

Polivka, Larry
The Past, Present and Future of the Florida Juvenile Justice System:
A Multiagency Policy Analysis.
Florida State Office of the Governor, Tallahassee.
PUB DATE- 28 Oct 83
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Correctional Institutions; Cost Effectiveness; *Delinquency; Education; Employment; Juvenile Courts; *Policy; *Program Effectiveness; Statistical Analysis
IDENTIFIERS- Florida; *Juvenile Justice

This document is a 1983 assessment of the Florida Juvenile Justice System based on an extensive analysis of the most recent statistical data and literature produced in Florida and several other states. The purpose of the report is to provide a preliminary overview of the impact of changes within the juvenile justice system and its relationship with other institutions and agencies. Policy recommendations are described in hopes of stimulating and focusing discussion on the course of the juvenile justice system. Cost effectiveness of juvenile justice programs including diversion, detention rates, and commitment programs are discussed. The juvenile population in the Department of Corrections is described. Conclusions and recommendations in the following areas are presented: (1) detention; (2) formal handling and diversion; (3) community programs and institutions; (4) serious offenders; (5) juvenile justice and the public schools; (6) employment, education, and training strategies for delinquent youth; (7) juveniles in the Department of Corrections; and (8) juvenile justice and the judicial process. Discussion is supported by statistical tables.

Twenty-seven references are included. (ABL)

Young, Beverly S.; And Others
A Study of Visual Efficiency Necessary for Beginning Reading.
PUB DATE- 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dyslexia; Grade 1; Grade 2; Grouping (Instructional Purposes); Primary Education; *Reading Achievement; Reading Diagnosis; *Reading Difficulties; *Reading Research; Special Education; Testing Problems; *Vision; Vision Tests; *Visual Perception

A study was conducted to determine if there were significant differences in vision between beginning readers who learn to read easily and those who learn with difficulty (dyslexics). In addition, the study examined the mean of the high achievers (rather than expert opinion) to discover the degree to which visual efficiency was normally needed for successful reading acquisition. Subjects were 144 students in the first and second grade classes in a Texas public school. Each child was individually tested at the end of the school year on 25 visual factors by an examiner who did not know the child's reading group placement. Results revealed significant differences in visual function between high and low reading achievers across grade, sex, age, and teacher effects. The mean scores of the high achievers were higher than those of the poor achievers on almost all measures, including binocular function (far-point vertical alignment, stereopsis, and fusion) and near-point visual acuity. Among the 19 first grade nonreaders, there were 18 cases of binocular problems and 17 cases of inadequate visual acuity--six times the number of visual problems found among the high achievers. The findings indicate that up to 95% of the reading disabled may be mislabeled, and that most of their difficulties could be prevented by a rigorous kindergarten or preschool visual screening and follow-up program. (FL)

ED 268 512 CS 008 418

Pressley, Michael; And Others

How Does the Keyword Method Affect Vocabulary Comprehension and Usage? Report from the project on Studies in Language: Reading and Communication. Working Paper No. 278.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
NOTE- 28p.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Higher Education; Language Usage; Mnemonics; *Reading Comprehension; *Reading Research; Recall (Psychology); Sentence Structure; Teaching Methods; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *Keyword Method (Language Learning)

Four experiments were conducted to determine how the keyword method of vocabulary instruction affects both subjects' comprehension of words encountered in sentences (experiments 1 and 2), and their ability to use words in appropriate sentences (experiments 3 and 4). In the first two experiments, college students were presented sentences containing previously presented words, and were asked to judge whether the words were correctly used in the sentences. In both experiments, some of the sentences made sense with the words and other sentences did not. In the second two experiments, college students placed the learned words in appropriate sentences. In the third experiment, correct usage was assessed by a modified cloze task, whereas in the fourth experiment it was assessed by subjects' construction of original sentences. Results supported previous research that showed the keyword method effective in facilitating students' recall of definitions, given words. In addition, this method was shown to increase comprehension of English vocabulary in context, as well as use of that vocabulary in a novel context. (HOD)

ED 268 540 CS 209 661

Holmes, Julia Goolsby

Writing in Kindergarten Classrooms: A Report of an Experimental Study of the Effects of Independent Writing Time and Exposure to a Writing Role Model on Selected Kindergarten Children.

PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; *Kindergarten; Primary Education; *Reading Readiness; Reading Writing Relationship; Role Models; Vocabulary Development; *Writing (Composition); *Writing Research
IDENTIFIERS- *Print Awareness

A study examined whether there were any differences in the concepts about print, writing vocabulary, and prereading performance of selected kindergarten children who were provided with (1) independent writing time and exposure to a writing model in the school environment, (2) independent writing time without the writing role model, and (3) neither the independent writing nor the writing role model. Subjects, 72 kindergarten students in a school in Jasper, Alabama, were placed randomly in one of the three groups and received one of the three treatments over a six-week period. All subjects were posttested within two weeks following the treatment period using all three measures. The results of the posttest indicated that independent writing time is conducive to children's acquisition of concepts about printed language, which occurred through creative expression during independent writing time without direct, formal instruction. However, a writing role model did have positive results on children's writing vocabulary performance. Finally, independent writing time, with or without exposure to a writing role model, did not improve performance significantly in prereading skills. (HTH)

ED 268 273 CE 043 979

Fardig, Glen E.
Identification and Description of Barriers to the Implementation of Competency-based Vocational Education in Secondary Schools. Final Report from September 1, 1984 to August 31, 1985.
University of Central Florida, Orlando. Coll. of Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 31 Aug 85
NOTE- 63p.; For a related study, see ED 250 489.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; Educational Research; *Program Implementation; Secondary Education; State Surveys; *Vocational Education
IDENTIFIERS- Florida

The purpose of this study was to identify and describe barriers to the implementation of competency-based vocational education (CBVE) in Florida's secondary schools and to recommend strategies/solutions to overcome these barriers. Implications for policy formation and for administrative action were to be drawn. This project used as its basis the information gained in an earlier study of postsecondary barriers to CBVE. To gain an insightful view of present implementation strategies, major emphasis was placed on gathering data by observation and interview in secondary vocational programs in a range of implementation settings. Project staff visited CBVE sites, estimated degree of implementation through a program assessment instrument, and noted program instructional procedures and management techniques. Interviews were conducted with school personnel to ascertain responses to a list of tentative barriers statements and to obtain recommendations for solutions. A final list of 57 perceived barriers to CBVE implementation was identified and verified. The barriers statements were organized into an 11-category grouping of convenience: administration, teachers, support staff, students, physical resources, program operation, school procedures, school climate, teacher training, state education agencies, and research and evaluation base. (The program description instrument for occupational vocational education programs is appended.) (YLB)

ED 268 287 CE 044 095

Baggett, Connie D.; And Others

Development of Competency-Based Vocational Agricultural Instructional Materials for Handicapped Students Enrolled in Regular Agriculture Programs Other Than Horticulture. Final Report.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

PUB DATE- 84

NOTE- 143p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Agricultural Production; *Animal Husbandry; Behavioral Objectives; Check Lists; Competency Based Education; *Dairy Farmers; *Disabilities; Educational Needs; Evaluation Criteria; Horses;

Instructional Materials; Job Skills; Learning Activities; Mainstreaming; Material Development; Needs Assessment; *Plant Growth; Secondary Education; Student Evaluation; Vocational Education

This report includes a description of a project to develop and field-test competency-based instructional materials for handicapped students enrolled in regular vocational agriculture programs; a list of project advisory personnel; the clusters of skills identified as appropriate for handicapped students enrolled in courses in dairy production, horse husbandry, plant production, and agricultural mechanics; and sample task instruction sheets. Checklists for use in evaluating students' skills in the following areas are provided: employability; occupational safety; production economics, management, and mechanics; and broiler and egg, dairy, swine, and beef cattle production. Included among the topics covered in the sample task instruction sheets provided are various recordkeeping, technical, feeding, breeding, calving, grooming, handling, planting, and growing skills. Each task instruction sheet contains some or all of the following: a task statement, a task description, a list of materials and tools needed, a description of information to be provided to students, lists of skills addressed and new words, and student evaluation criteria in the form of task statements. During the course of the project, materials for use in teaching 53 separate skills in the 4 target subject areas were developed and field-tested. The personnel list, skills lists, and task instruction sheets are contained in appendixes which constitute the bulk of the document. (MN)

ED 268 329 CE 044 207

Loadman, William E.; And Others

Comparison Study of Vocational and Traditional Students on Mathematics and Science Achievement. Technical Report.

Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; Achievement Tests; College Preparation; *Comparative Analysis; *Content Analysis; Feasibility Studies; Grade 11; Grade 12; High Schools; *High School Students; *Mathematics Achievement; Pilot Projects; Sciences; State Surveys; Test Items; Test Reliability; Test Validity; *Vocational Education

IDENTIFIERS- Ohio; *Ohio Vocational Achievement Tests; *Science Achievement

A project examined the mathematics and science performance of vocational students in Ohio. Part I of the study achieved the first objective--to report the science and mathematics content contained within the Ohio Vocational Achievement Tests for the 38 program areas. Each of the 38 tests was presented and found to have sound psychometric properties. In general, each test contained reasonable numbers of science and mathematics items. Part II achieved the second and third objectives--to determine the level of functioning and the proportion of correctly answered questions by juniors and seniors enrolled in vocational education programs in the areas of science and mathematics in each program area. In general, seniors outperformed juniors in each program area; the level of performance was at a reasonable level. Performance across the 38 levels on both science and mathematics varied among the different vocational groups. Part III achieved the fourth objective--a pilot study to determine the feasibility of experimentally comparing students enrolled in vocational education programs with students enrolled in traditional education programs on common paper and pencil indicators of science and mathematics performance. Performance of students in three vocational education programs compared favorably with students in college preparatory and general academic programs. (YLB)

ED 268 357 CE 044 277

Geoffroy, Kevin
Congruence, Locus of Control, and Readings of English College Students--An Application of John Holland's Theory of Vocational Choice.
PUB DATE- Feb 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Congruence (Psychology); Higher Education; *Locus of Control; *Majors (Students); Occupational Aspiration; Predictive Measurement; Testing Problems; Test Reliability; Test Validity; *Undergraduate Students
IDENTIFIERS- *England; *Hollands Theory of Occupational Choice; Holland Vocational Preference Inventory

One hundred and five English undergraduate college students at two colleges in England completed the Holland Vocational Preference Inventory (VPI), the Barron Ego Strength Scale, the Adult Nowicki-Strickland Internal-External Control Scale, and the Occupational Values Q Sort. Congruent students were identified by matching their reading (major) with their scores on the six Holland type indicators. A multivariate analysis of variance (MANOVA) revealed that congruent subjects exhibited a higher level of internality, greater ego strength, and less affiliation than incongruent subjects. Results support Holland's theory that subjects whose personality types and interests match their occupational goals tend to have more ego strength and internal locus of control and subsequently to find more job satisfaction than those who lack this congruency. A question that was explored was the practicality of applying American measurement techniques to an undergraduate English college population. In this sample, the measures seemed to work and to satisfy the students. (Author/KC)

ED 268 370 CE 044 304

Johnson, Faith A.; Baca, Allen R.

A Handbook for Establishing Adult Education Programs in County Jails of Texas.

Central Texas Coll., Killeen.

PUB DATE- Aug 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Programs; Basic Skills; *Correctional Education; Correctional Institutions; *County Programs; Curriculum Development; High School Equivalency Programs; Postsecondary Education; Prisoners; *Program Development; Program Implementation; Regional Planning; *Remedial Instruction; *Student Centered Curriculum
IDENTIFIERS- Texas

This handbook presents guidelines for establishing adult education programs in county jails while simultaneously describing the establishment of an adult education program in the Bell County Jail in Texas in 1980. The three chapters of the handbook describe the preliminary planning, staff selection, and curriculum development and delivery stages of the Bell County Jail program, which was designed to accomplish the following goals: motivate and inspire both long- and short-term students; offer a diversified curriculum based upon student needs; provide diagnostic testing and General Educational Development (GED) certification; and deliver basic skills remediation in reading, writing, and mathematics. In addition, the second chapter lists 12 steps on planning and implementing an adult education program in a county jail, and the third chapter offers 12 guidelines for establishing a student-centered curriculum and evaluating a county jail education program. (MN)

ED 268 426 CG 018 985

The Role of the Entertainment Industry in Deglamorizing Drug Use. Hearing before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-Hrg-99-107
PUB DATE- 20 Mar 85
NOTE- 187p.; Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Broadcast Industry; *Drug Abuse; Hearings; *Information Dissemination; *Mass Media Effects; *Programing (Broadcast); *Television
IDENTIFIERS- Congress 99th; Media Characteristics; *Media Role

The text of a Senate hearing is presented in this document. In opening remarks, Senators William Roth and Sam Nunn discuss the serious nature of the problem of drug abuse and the crime it fosters. Margaret Heckler, Secretary of the Department of Health and Human Services gives testimony on the statistics of drug abuse, the activities of the National Institute on Drug Abuse, and anti-drug media campaigns. Gerald McRaney, costar of the TV show "Simon and Simon" and board director of the Entertainment Industries Council, testifies about media portrayal of drug abuse and the anti-drug activities of the Entertainment Industries Council. Susan Kendall Newman of the Scott Newman Center and Larry Stewart of the Caucus for Producers, Writers, and Directors testify about awards given to television programs portraying drug abuse accurately and about media efforts to do the same. Thomas Leahy of CBS Broadcast Group, Irwin Segelstein of the National Broacasting Company, and Alfred Schneider of the American Broadcasting Company testify about methods their companies use in reviewing programming regarding drug abuse. (ABL)

ED 268 526 CS 209 640

Spillman, Carolyn V.; And Others

Writing via Reading Software: An Empirical Study.

PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (37th, Orlando, FL, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Software; Language Experience Approach; Primary Education; Program Effectiveness; *Reading Instruction; *Reading Writing Relationship; *Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- *Writing to Read Program

A study evaluated the effects of one reading software program on the written language production of kindergarten and first grade students. Subjects were approximately 600 students from six different schools--three using the computerized reading program, Writing to Read, and three comparable in demographics, but not using the program. Stories written on the topics of the children's choice were gathered from all students during a two-week period. The writing samples were evaluated for (1) number of communication units, (2) mean number of words per communication unit, (3) and stages of spelling generalizations. Students in the Writing to Read program also had daily access to an IBM typewriter and daily

language experience through writing activities. Control group students had no computers or typewriters and were infrequently exposed to language experience activities. Results of analyses showed that writing samples from the students using the computer program contained twice as many communication units as those of the control group. Additional differences favoring the computer group were found in all measures. (FL)

ED 268 555 CS 209 699

Busch, Katharine Mitchell
Holistic Writing Evaluation: Patterns of Growth in Literacy of Students in the Second and Fourth Grades.
PUB DATE- Dec 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Evaluation Criteria; Grade 2; Grade 4; *Holistic Evaluation; Interrater Reliability; Longitudinal Studies; *Writing Evaluation; *Writing Improvement; Writing Processes; *Writing Research; Writing Skills

A study explored (1) whether children demonstrated growth in writing ability through the experience of writing two or three times a week without direct teacher instruction; (2) what changes could be observed over time in the writing samples of second and fourth graders; (3) whether written language growth was a continuous progression of upward movement or was sporadic in nature; (4) whether growth in writing would be evident to raters not trained with prototypes of competency levels; and (5) what criteria raters would develop to evaluate growth in writing ability. Samples of writing were taken from ten students as second graders and again two years later when they entered fourth grade. Ten raters were then asked to read the samples and devise their own evaluation criteria. Results showed that the raters were able to identify a pattern of growth in the writing of the second grade students over a 14-week period, but less able to discern growth in the fourth grade writing samples. The results also indicated that the raters had generated criteria in four areas of information: in text, organization of text, language use, and mechanics of writing. Among the conclusions drawn from the study are that growth in literacy can be established within grade levels, that growth and development in writing ability is not the same for all children, and that student writing can improve without any guidance from teachers. (Examples of student writing and raters' responses are analyzed in numerous figures.) (DF)

ED 268 611 CS 505 268

Mass Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 18p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Advertising; Annotated Bibliographies; *Audience Analysis; Behavior Patterns; Content Analysis; *Doctoral Dissertations; Films; Foreign Countries; Imagery; Mass Media; Mass Media Effects; *Media Research; *News Media; Programing (Broadcast); Radio; *Television; Television Research
IDENTIFIERS- Media Use; Uses and Gratifications Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) television and scholastic achievement; (2) press freedom and the new world information order; (3) content analysis of Saturday morning children's television for food and nutrition information; (4) the "700 Club" as religion and as television; (5) alienation, communication, and mass media behavior; (6) sound perspective in motion picture dialogue sequences as a function of interpersonal diegetic space; (7) news media choice and audience gratifications--an application of the expectancy-value and lexicographic models; (8) visual complexity in television news; (9) foreign television program viewing and dependency; (10) imagery of family and workplace in television entertainment in the 1970s; (11) children's uses of television related to the acculturation process; (12) political television advertising objectives; (13) the definition of the audience in the history of television audience research; and (14) a legal and policy analysis of the deregulation of commercial radio. (HOD)

ED 268 233 CE 043 875

Massoudi, Shahrokh
Factors Which Influence the Placement of Students Completing Postsecondary Machine Shop Programs in Florida. Final Report from December 15, 1984 to August 31, 1985.
Florida State Univ., Tallahassee. Dept. of Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; *Employment Services; *Job Placement; *Machinists; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Questionnaires; State Surveys; Statewide Planning; *Trade and Industrial Education
IDENTIFIERS- *Florida

A study identified and assessed the relative importance of the factors contributing to the placement of students completing postsecondary machine shop programs in Florida. Data were collected from surveys of 1982-1983 program completers and instructors and placement officers at 19 of Florida's 23 postsecondary-level machine shop programs, as well as from in-depth case studies of 9 of the programs. Included among those factors identified as having a positive influence on student placement were adequacy of training, commitment of school personnel to placement of graduates, involvement with a cooperative program, relationship between instructor and employer or graduate and employer, and help from friends or relatives. Graduates' lack of adequate work experience and specific training, shortage of available jobs in the area, and insufficient employability skills training for students were the main factors cited as having a negative impact on student placement. Machine shop programs in the State were urged to develop more cooperative programs, and instructors were encouraged to provide more assistance to students in developing such employability skills as resume writing and preparing for job interviews. (Appendixes to this report include a list of postsecondary machine shop programs in Florida, cover letters to program completers and practitioners participating in the study, and the survey instruments.) (MN)

ED 268 247 CE 043 932

Austin, David
Computers. Supervising: Technical Aspects of Supervision. The Choice Series #40. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-26-0
PUB DATE- 85
NOTE- 73p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Computer Oriented Programs; *Computers; *Information Processing; Learning Activities; Management Development; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain

This learning unit on computers is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to identify the components of a computer system, establish benefits to be obtained from using a computer, understand how a computer can provide useful information, and explain to workteam members the use of computers in their workplace. An introduction provides an overview of the unit and lists unit objectives. Parts A through C contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include the computer system, computer applications, and processing information. Part D contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part E consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 315 CE 044 172

Nelson, Orville

Competencies Developed in Industrial Arts That Are Relevant to Post-Secondary Programs.

PUB DATE- Dec 85
NOTE- 31p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competence; Educational Research; High Schools; *Industrial Arts; National Surveys; *Skill Development; Teacher Educators; *Teaching Skills; *Transfer of Training; Vocational Directors

A study identified competencies high school industrial arts courses can develop that would be valuable to students who enroll in postsecondary programs. Its purpose was to develop a basis for recruiting students for high school industrial arts courses. Data were collected through a national survey of directors of one- and two-year postsecondary vocational programs, industrial arts teacher education programs, and industrial technology programs. The 10 most important competencies identified by the educators surveyed were problem-solving skills, effective work habits, responsibility, ability to work effectively with others, safe working procedures, interest in learning, self-confidence and self-esteem, ability to use mathematics and science to solve technical problems, oral and written communication skills, and role and impact of technology in the world. A number of skills unique to industrial arts courses were identified as important, including skill in using basic tools and machines, measurement, drafting, and processes skills. Industrial arts teacher educators also identified the most important teaching competencies that can be developed: desire to teach, ability to organize information and present it to others, concern for others, understanding of the teaching profession, and ability to demonstrate and teach skills to others. (The study instruments are appended.) (YLB)

ED 268 384 CE 044 341

Coffey, Osa D.; Carter, Dianne

Improving Corrections Education: Two Perspectives for Voc Ed. Occasional Paper No. 111.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC111--$4.25).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Correctional Rehabilitation; High School Equivalency Programs; Postsecondary Education; Prisoners; Program Effectiveness; *Program Implementation; *Program Improvement; *Research Needs; *Research Utilization; *Vocational Education

This paper contains two addresses on improving the quality of correctional education through vocational education research and resources. In the first part, Osa Coffey, Executive Director of the Correctional Education Association, speaks of the need for research and resources in vocational education for incarcerated persons. She states that the field today lacks clear direction and purpose, but is nevertheless ready for improvement and change. She outlines corrections today, the educational needs of inmates, the scope of current educational service delivery, the cost of corrections, the goal of correctional education, and research and resource needs in correctional education. She concludes that the services of researchers and the National Center for Research in Vocational Education are greatly needed to ensure that inmates receive the education they need to change their lives. In the second part of the paper, Dianne Carter, a corrections programs specialist at the U.S. Department of Education, presents a summary of some of those characteristics that she believes are common among good correctional education programs. She divides these characteristics into four categories: environmental characteristics, administrative leadership, instructional personnel, and instructional content and strategies. Before discussing these, she briefly describes the offender population. She concludes that partnerships between educational researchers and correctional facilities are needed to improve programs. (The paper includes a record of the question-and-answer session, criminal justice and correctional education statistics, prison population statistics, a policy statement on correctional education by the U.S. Department of Education, and references.) (KC)

ED 268 411 CG 018 970

Anderson, Wayne; Andersen, Blake

Counselor Self-Disclosure.

PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling Techniques; Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; Individual Needs; *Interpersonal Communication; *Self Disclosure (Individuals)

The act of counselor self-disclosure has been regarded favorably by humanistic practitioners, while psychoanalytic figures have generally regarded the sharing of this type of information negatively. Counselor self-disclosure may be a useful means of eliciting reciprocal disclosure by the client or communicating that the counselor is willing to share therapeutic control with the client. In addition, self-disclosure can be used to help the client learn how he impacts on others and to normalize and support behaviors or feelings that the client may feel are unacceptable. By revealing information the counselor may be able to prime the client's expectations for changes; moreover, the counselor can manage the image he projects and derive personal benefit by discretely sharing aspects of himself. Different types of counselor disclosure can be identified in terms of their intimacy value, positive/negative value, and the degree to which the information is similar to the client's experience. Some types of counselor self-disclosure include demographic information, professional identity, world view, attitudes/beliefs, emotional responses, personal experiences, and counselor fantasies. The sharing of information by the counselor must be considered in light of the counselor's style, client expectations, and most importantly, the specific needs of the clients. (Author/NB)

ED 268 455 CG 019 014

Clark, W. Crawford; Ferrer-Brechner, Theresa

A Multidimensional Scaling (INDSCAL) Approach to Pain: Comparison of Cancer Patients and Healthy Volunteers.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH30906-03; NIGM-26461
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; *Cancer; *Multidimensional Scaling; *Sensory Experience; *Stimuli
IDENTIFIERS- *Individual Differences Scaling; *Pain

Multidimensional scaling (MDS) offers a rigorous approach to many problems in perception, emotion, personality, and cognition, where the stimuli are too complex to be quantified by other means. In these procedures similarity ratings of the stimulus objects are modeled as points in multidimensional space, such that perceived similarity is represented by spatial proximity. The stimulus objects may be physical stimuli or words describing qualities of pain. In this study, Individual Differences Scaling (INDSCAL) was used to examine the dimensions of pain obtained from similarity judgments made to verbal descriptors of global pain by 16 patients suffering cancer-related pain and by 16 healthy volunteers. The INDSCAL analysis yielded similar two-dimensional solutions for both groups. The major dimension was magnitude of sensory pain: mild pain to intense pain. The second dimension, pain qualities, contained two components: a somatosensory attribute (e.g., burning) and an unpleasant affect attribute (e.g., miserable). The two groups differed in where they located certain descriptors in the space. For example, mild pain was more emotion laden for the cancer patients, but more of a somatosensory sensation for the healthy volunteers. Although much work remains to be done with a wider range of descriptors, it is clear that MDS procedures such as INDSCAL, have much to offer in the investigation of pain and other complex stimuli. (Author/ABL)

ED 268 484 CS 008 371

Mavrogenes, Nancy A., Ed.
In Memory of William S. Gray: Remarks at the Reading Hall of Fame's Gray Centennial Program, 1985.
PUB DATE- 9 May 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographies; *Reading Instruction; *Reading Research; *Reading Teachers; Teacher Educators
IDENTIFIERS- Gray (William S); International Reading Association

Four responses to speeches regarding William S. Gray presented at the May 9, 1985, Annual Convention of the International Reading Association (IRA) are presented in this paper. Gray--whose accomplishments include his association with the University of Chicago from 1912 (student) to his death in 1960 (Professor Emeritus); his pioneering work in the use of standardized reading tests, diagnostic theory, and remedial procedures; his promotion of adult reading and content area reading as subspecialties of reading; and the famous Scott Foresman Dick and Jane basal readers--is remembered by Nancy Larrick, Ralph C. Staiger, Theodore L. Harris, and Albert J. Harris. Larrick speaks of her affiliation with Gray during the formative years of the IRA and gratefully acknowledges his sensitive and gracious guidance, without which there would have been no IRA. Staiger mentions Gray's vast intellectual and physical energy, his humility and his generosity with his time, money, and expertise. T.L. Harris discusses Gray's work in the area of reading research, mentioning his interest in maintaining a close connection between theory and practice, his sense of history, and the seriousness of purpose he brought to the field due to his methodological, objective, and scholarly approach. A. J. Harris comments that Gray influenced many serious students of reading beyond Illinois through his comprehensive scholarship and intellectual leadership. (LLZ)

ED 268 582 CS 209 728

Ede, Lisa S.; Lunsford, Andrea A.
Collaboration in Writing on the Job: A Research Report.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986). For the report on the first survey, see ED 257 086.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Business; Business Correspondence; *Cooperation; Group Dynamics; *Industry; *Professional Associations; *Technical Writing; Writing Improvement; Writing Instruction; Writing Processes; *Writing Research; Writing Skills; Written Language
IDENTIFIERS- *Collaborative Writing

A study explored collaborative writing practices in six major professional associations: (1) The American Institute of Chemists, (2) the American Consulting Engineers Council, (3) the International City Management Association, (4) the American Psychological Association, (5) the Professional Services Management Association, and (6) the Society for Technical Communication. Two hundred randomly selected members of those associations completed a survey, the results of which indicated that collaborative writing occurs frequently among members of those associations. A second survey was subsequently administered and on-site interviews were conducted. Analysis of those data indicates that there is a general shift toward recognizing the importance of both context and interaction in constructing realities and texts. In addition, even texts produced by one writer are built up or invented collaboratively, and most on-the-job writing is collaborative from beginning to end. The results suggest that perhaps collaborative writing should be encouraged in classrooms, although the tension between those who view collaboration as an enriching, socially constructive act and those who regard it as an abandonment of personal responsibility must first be defused. (DF)

ED 268 596 CS 505 247

Dick, Robert C.
How Effectively Can Speech Communication Instructors Be Trained to Develop Value-Added Skills in Their Students?
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Evaluation Methods; Evaluation Needs; Higher Education; Inservice Teacher Education; Pretests Posttests; Program Effectiveness; *Speech Communication; *Speech Instruction; *Student Evaluation; *Summative Evaluation
IDENTIFIERS- *Value Added Testing

To address the issue of how effectively speech communication instructors can be trained to develop longitudinal, "value-added" skills in their students one must first ask if they "should" be trained for such a task. One advantage is that it might be strategic for communication programs to initiate value-added testing so faculty might assume their own accountability and better control the instruments and procedures involved. Value-added testing might also provide more tangible research evidence that speech communication teaching methods produce the skills professed in the discipline. Alleged disadvantages include teachers' fear that poor "talent development" shown by their students might be used in a punitive way. This understandable fear can be offset by chairpersons making it clear that the longitudinal information on students is an integral part of the educational process. A review of the successful programs in Missouri and New York is enough to minimize the argument against misuse of value-added testing. To allay fears and maximize advantages, individual departments initiating value-added testing would be urged to select the instrument that appears most appropriate to their unique departmental mission. The Communication Competency Assessment Instrument, developed as an alternative method of assessing skills, was founded on the principle that assessment should be based on actual speaking and listening behaviors: all responses are either oral or nonverbal. Such an instrument could be administered as a pretest and posttest to undergraduate speech students. (HTH)

ED 268 261 CE 043 946

Harrison, Rosemary

Equality at Work. Supervising: Industrial Relations. The Choice Series #86. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-30-9

PUB DATE- 85

NOTE- 95p.; For related documents, see ED 266 310-312 and CE 043 921-948.

AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Age Discrimination; Behavioral Objectives; Check Lists; *Employer Employee Relationship; *Equal Opportunities (Jobs); *Equal Protection; Labor Legislation; *Labor Relations; Laws; Learning Activities; Legal Responsibility; *Management Development; Personnel Integration; Postsecondary Education; Racial Discrimination; Sex Discrimination; *Supervisory Training

IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in ensuring equality of treatment and opportunity in the workplace. Discussed in the first three sections are the following topics: equality at work (the meaning of the term equality, the importance of equality at work, inequality and unfairness at work, and procedures to determine whether inequality has occurred); laws relating to equality (who the law protects, what it aims to achieve and what it says, types of unlawful discrimination, and how to decide whether the law has been broken); ways of achieving equality in the workplace (preventing unlawful discrimination, making a commitment to equality, and achieving real equality). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended

reference materials. (MN)

ED 268 302 CE 044 157

Harrison, Cheryl

Bilingual Vocational Education for Immigrants. Overview. ERIC Digest No. 49.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 3p.

CONTRACT- 400-84-0011

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adult Basic Education; Adult Programs; Adult Students; *Bilingual Education; Classroom Techniques; Cultural Differences; Educational Needs; Employment Potential; *Immigrants; *Intercultural Communication; Postsecondary Education; *Second Language Instruction; Student Needs; Teaching Methods; *Vocational Education; *Vocational English (Second Language)

IDENTIFIERS- ERIC Digests

Language problems are likely the strongest single barrier to success facing limited English proficient (LEP) immigrants to the United States. Therefore, instruction in English as a second language (ESL) for immigrants must be given a high priority. Vocational ESL (VESL) provides adult immigrants with English skills on an as-needed basis in cooperation with a program of vocational training. The ESL teacher and the vocational trainer coordinate their efforts, thereby allowing students to see the connection between their needs and their English lessons. Because cultural laws have not been codified and are not formally taught, cultural adjustment may be more difficult for many LEP immigrants than learning English. Activities that allow students to experience real-world situations in a nonthreatening environment are necessary to help LEP individuals build cultural self-confidence and adjust culturally. Techniques that have been found to be effective in VESL include introducing one concept at a time, using a slower pace in introducing information, using shorter lectures and more demonstrations, providing bilingual glossaries, explaining key concepts in the native language, using visual support materials, and modifying tests to evaluate mastery of content rather than English. The work experience and workplace training approaches are also effective in teaching employability skills. (MN)

ED 268 344 CE 044 255

Home Economics Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of **Vocational Education.**

PUB DATE- 85
NOTE- 368p.; For related documents, see CE 044 254-261.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Behavioral Objectives; Careers; Child Care Occupations; *Clothing; *Competency Based Education; *Consumer Education; Consumer Protection; Course Descriptions; Day Care; Evaluation Criteria; *Food Service; Home Economics; Homemaking Skills; Human Services; *Interior Design; Money Management; Needle Trades; Occupational Home Economics; Program Descriptions; Responsibility; Secondary Education; Sewing Machine Operators; Student Evaluation; Vocational Education
IDENTIFIERS- *Role

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of home economics education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For home economics education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: adult roles and functions, advanced home economics, applied home economics occupations III, child care services I and II, clothing services I and II, consumer management skills, exploratory/introductory home economics, food services I and II, home interiors services I and II, and human services. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 371 CE 044 305

Low-Level and Non-Reader Program "LNR." Adult Basic Education Reading Center, 310 Project. Report, July 1984-June 1985.

J. F. Ingram State Technical Coll., Deatsville, AL.

SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.

PUB DATE- Jun 85

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Beginning Reading; Behavioral Objectives; Check Lists; *Correctional Education; Illiteracy; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; Outcomes of Education; Prisoners; Program Effectiveness; *Reading Centers; Records (Forms)

IDENTIFIERS- 310 Project; Alabama

The "LNR" Program was established at J. F. Ingram State Technical College as an individualized reading program for low-level and nonreaders (LNRs) who are incarcerated at one of four prisons in central Alabama. The program combined the following instructional methods: individual work, group work, instructor/student interaction, lecture, and computer lab. The program was divided into six centers designed to help students develop and maintain a functional reading level of 6.0: decoding, vocabulary building, comprehension development, dictionary usage, reference, and filling out applications and giving and taking directions. The program was evaluated by a three-member evaluation team. The first appendix to this report contains lists of materials and equipment used at each of the six skills centers along with a list of objectives and evaluation criteria addressed at each center. Other appendixes include demographic information on the program participants, a sample personal data sheet, a test review form, and a student check list. (MN)

ED 268 397 CG 018 955

Schulz, William E.
Using Computers in Counselor Training.
PUB DATE- Feb 85
NOTE- 12p.; Paper presented at the International Conference of the Association for the Development of Computer-Based Instructional Systems (New Orleans, LA, February 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; *Computer Assisted Instruction; *Computer Software; *Counseling Techniques; Counselor Characteristics; *Counselor Training; Foreign Countries; *Microcounseling; Objectives
IDENTIFIERS- Canada

This document, written for counselors and educators, describes a computer-assisted program for career counselors. The ten tasks of a counselor-client goal setting process formulated by Philip Patsula and incorporated into this program are presented. The areas of experiencing a positive atmosphere, elaborating on constraints, and evaluating employability strengths are discussed. Field testing of the program throughout Canada is briefly discussed. Two videotape demonstrations of the ten tasks which were developed to complement the computer program are described. A micro-counseling training approach used to present the program is outlined. This document focuses on the computer program designed to outline the tasks and skills needed by the counselor in setting counseling goals and in moving toward action plans. The first part of the introduction from the one-hour computer program and a section from the middle of the program dealing with specific counselor skills are appended. (NRB)

ED 268 441　　CG 019 000

Dokecki, Paul R.

Public and Private Responsibility for Mental Health: Mental Health's Fourth Revolution.

PUB DATE- 26 Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Mental Health; *Mental Health Programs; *Private Agencies; *Public Health; Responsibility
IDENTIFIERS- *Private Sector

Three revolutions in the history of mental health were identified by Nicholas Hobbs: the humane revolution, the scientific and therapeutic revolution, and the public health revolution. The shift of responsibilities for mental health and substance abuse services from the public to the private sector may constitute a fourth mental health revolution. The public-private issue can be viewed from two historical vantage points: developments in American medicine and specific developments within mental health. The reprivatization of medical care in America involves a change in type of ownership and control; horizontal integration; diversification and corporate restructuring; vertical integration; and industry concentration. In the field of mental health, recent developments have been toward reprivatization and deinstitutionalization. There are differing views on what values will be emphasized as a result of the reprivatization of mental health, but the reassessment of public and private responsibility should be pursued within the context of history. The sense of realism and caution that history demands should prevail as the public interest in mental health is sought. (NB)

ED 268 470 CG 019 029

Schneider, Paul A.; Conger, Anthony J.

The Impact of Manipulated Self Disclosures on Dating Choice.

PUB DATE- Nov 85

NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (19th, Houston, TX, November 14-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Dating (Social); *Interpersonal Attraction; Interpersonal Relationship; *Life Style; Predictor Variables; *Sex Differences; Sex Role

One overlooked aspect of heterosocial skills is the selection of appropriate goal objects or partners. The tenet of interpersonal attraction that "like attracts like" suggests that individuals could maximize gains by avoiding dissimilar others. Recent findings suggest that variables relating to lifestyle and sensation seeking are more influential than traditionally investigated variables. A study was conducted to rigorously assess the impact of informational cues on dating choices while avoiding problems associated with post hoc analyses, simulated stranger designs, and heightened saliency effects. Forty-five females and 45 males role played customers at a videodating service. Target tapes included manipulated responses which were read off of cue cards by target subjects. Response alternatives were completely crossed with target subjects. Order effects were controlled through a Latin squares design. The results showed that females preferred males who espoused conservative views on premarital sex, alcohol, and marijuana use by a three to one margin. While also most responsive to lifestyle manipulations, valences of male rating changes were more evenly distributed. Target by manipulation interactions are attributed to swift elimination of some candidates. Cues generated were sorted into a hierarchical coding system. Category frequencies were differentially associated with sex of rater. Males cited appearance and sex role incongruency more frequently while females were more likely to cite interests, values and sense of humor. Six tables and a list of references are included. (Author/ABL)

ED 268 499 CS 008 393

Meckler, Terry Anne; Vogler, James D.
Addressing and Measuring Reading and Language Arts in the Content Areas.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Comprehension; *Content Area Reading; Critical Thinking; *Grade 8; Inferences; Junior High Schools; Language Arts; *Listening Comprehension; *Reading Comprehension; *Reading Research; *Social Studies

A study explored whether teaching the comprehension skills of inference, drawing conclusions, sequencing, and cause and effect would increase student achievement in reading and language while at the same time imparting social science content. Subjects, 197 eighth grade students in the experimental group and 192 eighth grade students in the control group, completed the Basic Skills Inventory (BSI) as a pretest. Teachers in the experimental classrooms were given inservice training in which they learned to infuse instruction in comprehension skills with content area instruction. Although teachers in control classrooms also received inservice training, they were allowed to select content related topics that did not address reading/language skills or instructional planning. All students again completed the BSI as a posttest at the conclusion of the project year. Analysis of the results showed that teachers who received training on teaching reading and language skills learned to prepare better instructional plans and that students in the experimental group achieved significantly higher gains than students in the control group. (DF)

ED 268 513 CS 008 419

White, Sandra; Witte, Pauline
Improving Comprehension through Repetition...Repetition...Repetition. Working Paper No. 276.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 79
NOTE- 19p.; A report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Concept Formation; *Content Area Reading; *Language Processing; Learning Strategies; Memory; *Reading Comprehension; *Study Skills; Teaching Methods
IDENTIFIERS- *Glossing; *Smirnov (A A)

Because teachers are asking for specific suggestions to help students apply comprehension skills and read content material, a mechanism that assists students in acquiring and applying specific comprehension skills as they read content texts is being investigated. The mechanism is called marginal gloss because learning activities are placed in the margins of the text. Direction and support for developing marginal gloss have come from numerous areas of related research. One such area is A. A. Smirnov's work in memory development, in which Smirnov emphasized that the active involvement of the learner and active, meaningful, and varied repetition are important in learning from text. In addition, five activities were found to characterize effective learners: (1) developing a plan in which the material is divided into meaningful parts, (2) correlating new content with prior knowledge, (3) relating content from various parts of the text, (4) using imaging as a strategy for remembering, and (5) paraphrasing the content of texts in one's own words. Many students are not able to organize their activity or vary their repetition independently, so marginal gloss may provide a specific technique teachers can use to help students organize their learning and use positive repetition. A four-page list of references is included. (HTH)

ED 268 527 CS 209 644

Smitherman, Geneva
Toward a National Public Policy on Language.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; Elementary Secondary Education; *Language; Language Acquisition; Language Attitudes; Language Maintenance; Language of Instruction; Language Styles; *Language Usage; Nonstandard Dialects; North American English; Oral Language; *Policy; Regional Dialects; Second Languages; Social Dialects; Standard Spoken Usage; Urban Language
IDENTIFIERS- *National Policy

Speech, language, and composition professionals should take a leadership role in working toward a national public policy on language. The declining rates of literacy and educational achievement in AfroAmerican communities serve as evidence that such a policy is needed. However, the policy would govern language teaching and language use throughout the United States and would ultimately be beneficial to all communities. Such a policy would (1) reinforce the need for and teaching of standard American English, (2) promote the legitimacy of mother tongue languages and dialects, and (3) promote the acquisition of one or more foreign languages, preferably those spoken in the third world, because of their widespread use in this hemisphere. Steps that speech, language, and composition professionals can take in making such a policy a reality include aligning with political progressives in demanding restoration of budget cuts from education and other domestic programs, conducting language awareness campaigns needed to accompany the movement for a language policy, and working with the public schools to develop uniform standards and guidelines for linguistic performance. (DF)

ED 268 541 CS 209 662

Samuelson, Janet

Empowering the Powerless: Authority in the Writing Classroom.

PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classroom Environment; Prewriting; Revision (Written Composition); Teacher Behavior; Teacher Student Relationship; *Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Authoritarian Behavior; *Authoritarian Teaching; Authority; Authority Figures

A major problem in many composition classes is the unwillingness of the instructor to relinquish control in the classroom. Because students are excluded from having control in the classroom and control over their own writing, they become disenchanted with the processes of learning and discovery and the power those processes create. Students should be encouraged to develop their thinking and writing skills. A current misconception holds that instead of using their freedom constructively, students will develop a carefree, undisciplined attitude. However, that possibility can be minimized when students are encouraged to express meaning and make discoveries in their writing. Teachers must take responsibility for developing their students' abilities and adopt a noninterventionist teaching approach. Classroom lecture should be reduced and teachers should talk with students instead of at them. In addition, students should be provided with opportunities to learn from each other and occasionally be allowed to take the role of teacher. The teaching of composition demands a democracy in the classroom that is necessary for students' growth in writing, reading, thinking, and learning. (DF)

ED 268 569 CS 209 714

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Cinnabar."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 69p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Ward Melville High School, Old Town Rd., Setauket, NY 11733 (Magazine only--profile not included--$3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Cinnabar," the magazine published by Ward Melville High School, Setauket, New York. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 274 CE 043 981

Robinson, Dolores M.; And Others

Identification and Assessment of Factors That Hinder, Prevent, or Discourage Individuals from Enrolling in or Completing Nontraditional Programs in Postsecondary Institutions in Florida. Final Report from September 1, 1984-August 31, 1985.

Florida State Univ., Tallahassee. Dept. of Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 85

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Dropout Attitudes; *Dropout Characteristics; Dropout Prevention; Dropout Rate; Educational Strategies; *Enrollment Influences; *Nontraditional Occupations; Postsecondary Education; School Holding Power; State Surveys; *Statewide Planning; Student Attitudes; Student Recruitment; *Vocational Education

IDENTIFIERS- *Florida

Between September 1, 1984, and August 31, 1985, a study examined the barriers to enrollment in and completion of postsecondary-level nontraditional vocational education programs in Florida. Data were collected from students and faculty members at 36 of Florida's 59 area vocational-technical centers and community colleges as well as from on-site visits to institutions in Florida's five educational regions. Students indicated that recruitment strategies designed to appeal to their personal interests were more effective than recruitment strategies attempted through institutional measures (outreach recruitment, advertisements, media approaches). Students cited interest in their program and enjoyment of what they were doing as the two biggest reasons for completing programs, whereas faculty considered instructional-based support the primary factor responsible for retaining students in nontraditional programs. Situational barriers were more of a problem than were attitudinal and institutional barriers. These results suggest that faculty members should (1) become involved with institutional recruitment teams, (2) develop and implement individual recruitment strategies, (3) present a meaningful and accurate picture of their institution and concentrate on factors that are within the institution's control, and (4) encourage potential employers to hire nontraditional students at adequate salaries and with adequate opportunities for job advancement. (Appendixes to this report include samples of the correspondence, permission forms, guide sheets, and instruments used in the study.) (MN)

ED 268 330 CE 044 209

Lane, Kenneth; Ward, Raymond
Using the Computer in Special Vocational Programs. Inservice Activities.
Hardin County Board of Education, Elizabethtown, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 85
NOTE- 48p.; For a related teacher's guide, see CE 044 210.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Budgeting; *Computer Assisted Instruction; Courseware; *Inservice Teacher Education; *Job Search Methods; Learning Activities; Mathematics Skills; Money Management; Postsecondary Education; Resumes (Personal); Secondary Education; *Special Education; Spelling; Teacher Workshops; *Vocational Education; Writing Skills
IDENTIFIERS- TRS 80

This inservice manual is intended to assist vocational education teachers in using the techniques of computer-assisted instruction in special vocational education programs. Addressed in the individual units are the following topics: the basic principles of computer-assisted instruction (TRS-80 computers and typing on a computer keyboard); money management; basic spelling skills (basic and employment-related vocabulary); basic mathematics skills and a teacher's budget; and basic writing skills (completing employment applications, developing three different types of resumes, and writing a letter of application). Each section contains some or all of the following: instructional text, one or more learning activities, sample forms, sample computer programs, and answers to the learning activities. A bibliography of computer software concludes the booklet. (MN)

ED 268 358 CE 044 278

Prediger, Dale J.; Swaney, Kyle B.

Role of Counselee Experiences in the Interpretation of Vocational Interest Scores. Research Report No. 86.

American Coll. Testing Program, Iowa City, IA. Research Div.
PUB DATE- Feb 85
NOTE- 11p.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; Counseling Techniques; Counselor Role; *Experience; *Interest Inventories; Interest Research; Occupational Information; Postsecondary Education; Predictive Measurement; *Predictive Validity; Secondary Education; *Test Interpretation; Test Validity

This study determined the validity of vocational interest scores for persons with high, medium, and low levels of experience appropriate to their predominant interests. The experiences and interests of a national sample of 1,380 young adults were assessed concurrently with scales paralleling Holland's types. The degree of congruence between inventoried interests and occupation pursued six years later was found to increase as interest-appropriate experience increased. Occupational group members who had a high level of interest-appropriate experience (i.e., those with "verified interests") scored as expected on the interest inventory--in sharp contrast to those with a low level of interest-appropriate experience. Implications for counseling include the following: (1) when a counselee's predominant interests are not accompanied by relevant experiences, caution should be used in interest score interpretation; (2) the counselor and counselee may wish to review the extent to which experience and knowledge were brought to bear on responses to items on the interest scales with the highest scores; and (3) another approach would be to provide counselees with opportunities to engage in and evaluate the experiences they are lacking--and thereby evaluate their interests. (Author/KC)

ED 268 427 CG 018 986

Bushman, Brad J.
A Curriculum on Obedience to Authority.
PUB DATE- 85
NOTE- 46p.; Project for Master's Thesis, Utah State University/Weber State College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Critical Thinking; *Curriculum Guides; *Decision Making Skills; Individual Power; *Obedience; Secondary Education; Secondary School Students; *Student Development
IDENTIFIERS- *Authority

This document is a curriculum guide on obedience to authority based on the assumption that informed, educated, thoughtful individuals are more likely to make intelligent decisions regarding obedience or disobedience to authority figures' requests than are uninformed individuals. The intent of this curriculum is to expose students to a small number of the variables that influence obedience to authority in the hope that this exposure will help them make intelligent decisions regarding obedience or disobedience to authority. Seven goals are described: (1) expose students to real life examples of obedience to authority; (2) expose students to experimental research on obedience to authority; (3) help students develop the capacity to think critically about authority; (4) help students recognize consequences of obedience to malevolent authority; (5) help students discriminate between just and unjust requests; (6) help students develop philosophies of obedience to authority; and (7) help students make intelligent decisions about obedience. Learning objectives, activities, and assignments are provided for each of the 6 days of the curriculum. Appendices include comprehension guides and a cause and effect pattern guide to the texts used in the curriculum; the in-class final examination; and an instruction sheet for a take-home personal philosophy paper. (ABL)

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Haggis/Baggis."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 65p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 702-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Miss Porter's School, 60 Main St., Farmington, CT 06032 (Magazine only--profile not included--$10.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Haggis/Baggis," the magazine published by Miss Porter's School, Farmington, Connecticut. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of the magazine is appended. (HTH)

ED 268 583 CS 209 731

Bruce, Bertram C.
Computers and Language: A Look to the Future. Technical Report No. 371.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 36p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Educational Theories; Educational Trends; Elementary Secondary Education; *Futures (of Society); *Integrated Activities; *Language Arts; Learning Processes; *Theory Practice Relationship

Addressing the issue of what role computers should have in the language arts classroom, this paper argues that computers and language are intimately connected and that previous discussions of the issue have failed to consider this connection. Following a brief introduction focusing on the functions of the computer, the paper discusses four aspects of the computer's relation to language derived from an analysis of computer functions. The aspects discussed deal with computers (1) as tools for representing knowledge, (2) as tools for interpreting symbols, (3) as communication devices, and (4) as redefinable tools. The paper next describes a classroom of the future, identifying ways in which current activities might be used to teach reading and writing, emphasizing that it is appropriate to discuss computer use when thinking of language. The paper concludes with a consideration of several questions for research based on this thesis. Five pages of references are included, and an appendix contains copies of articles written by students using computers and electronic mail. (FL)

ED 268 612   CS 505 269

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 85
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Blacks; Content Analysis; *Doctoral Dissertations; Females; Foreign Countries; Foreign Policy; *Music; *Persuasive Discourse; *Public Speaking; Religion; *Rhetorical Criticism; *Speech Communication; Values
IDENTIFIERS- United States (South)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) the role of public discourse in the soil conservation movement from 1865 to 1935; (2) Dwight D. Eisenhower's public imagery of the Soviet Union and Communist China as presented in selected speeches and news conferences; (3) a computer-assisted rhetorical criticism of the messages of songwriter Harry F. Chapin; (4) Luis Munoz Marin's public persona and the exodus fantasy of the Puerto Rican commonwealth rhetorical vision; (5) rhetorical strategies used by Mary Harris "Mother" Jones within the context of the agitative rhetoric model developed by John Waite Bowers and Donovan J. Ochs; (6) southern clergy and a rhetoric of redemption for the reconstruction South; (7) the rhetorical strategies and tactics of Malcolm X; (8) foreign affairs perspectives toward revolution in El Salvador; (9) Booker T. Washington in Atlanta; (10) values expressed in the presidential speeches of John F. Kennedy; (11) women's music and the lesbian-feminist movement; (12) a rhetorical analysis of the Black Muslims; (13) the relationship between Christian conversion and the rhetoric of Malcolm Muggeridge; (14) the function of natural law warrants in the rhetorical discourse of women's suffrage from 1848 to 1920; and (15) the public speaking of progressive party Senator Hiram W. Johnson from 1866 to 1945. (HTH)

ED 268 234 CE 043 914

Smizer, Janet; And Others

Personal Consumerism. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 Oct 85
NOTE- 10p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consumer Economics; *Consumer Education; *Courseware; *Daily Living Skills; Disabilities; Disadvantaged; *Home Economics; Home Economics Skills; Instructional Material Evaluation; Secondary Education
IDENTIFIERS- *Courseware Evaluation

This courseware evaluation rates the "Personal Consumerism" program developed by Aquarius People Materials. (The eight-program series--not contained in this document--includes understanding labels, consumer help, consumer fraud, consumer law, comparative shopping, consumerism and you, reading an advertisement, and tips on buying a used car.) Part A describes the program in terms of subject area (consumer education), and hardware requirements (Apple II, IBM PC, JR, TRS 80 III); indicates its suitability for use with handicapped and disadvantaged students, grades 7-adult, with a reading level of grades 3-5; lists accompanying materials (teacher's guide); and estimates time for use (one hour). Availability information includes cost ($29.95 each), policies, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. Strengths of this program are ease of reading, good remediation, and positive reinforcement. Weaknesses include inconsistency in presentation, some unclear directions, and no student evaluation. Summary ratings in the eight categories include the following: subject matter, technical presentation, student interaction, and program interaction--yes; student evaluation and documentation--somewhat; work behaviors and application programs--not applicable. The courseware is recommended for use in a life skills curriculum. (SK)

ED 268 248 CE 043 933

Carlisle, Ysanne
Descriptive Statistics. Supervising: Technical Aspects of Supervision. The Choice Series #43. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-46-5

PUB DATE- 85
NOTE- 56p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Learning Activities; Management Development; Self Evaluation (Individuals); *Statistical Distributions; *Statistics; Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Data Organization; Great Britain

This learning unit on descriptive statistics is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to understand the nature and uses of statistics at work, understand information which is obtained from figures at work, use statistics to present and describe numerical data, and form judgments by "reading" various kinds of data presentations and statistics. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include uses and nature of statistics, "on the average," grouped data, and the spread values. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 288 CE 044 098

Klemovage, Shirley
Implementation of Advanced Health Care Technology into Existing Competency-Based Health Care Program. Final Report.
North Schuylkill Area Vocational-Technical School, Frackville, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 20 Aug 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Behavioral Objectives; *Biomedical Equipment; *Computer Literacy; *Curriculum Development; *Equipment Utilization; Learning Activities; Medical Services; Secondary Education; *Technological Advancement

A project was undertaken to develop new curriculum materials that could be incorporated into an existing health assistant program to cover recent advances in health care technology. Area physicians' offices were toured and meetings were held with administrators of local hospitals in order to discover what kinds of advances in health care technology were in use locally. Next, equipment and instructional materials were developed to update health services training in the following areas: using computers, word processing, using electrocardiography equipment, and implementing blood-drawing and blood analysis techniques. In addition, courseware was obtained to supplement existing training in such areas as venereal disease, drugs, birth defects, health maintenance, nutrition, and typing and word processing skills. The bulk of the report consists of project-developed learning guides dealing with: mounting an electrocardiogram; performing blood sugar testing; assisting a physician in detecting and assessing heart muscle damage; analyzing blood; performing cholesterol, hemoglobin, blood glucose, and prothrombin time tests using the latest equipment; and mastering venipuncture. Each guide contains some or all of the following: task and purpose statements, a terminal performance objective, safety factors, a list of equipment and supplies needed, a performance guide, related information, a student assignment, vocabulary, review questions, and an instructor checklist. (MN)

ED 268 316 CE 044 173

Swanson, Richard P.
A Marketplace Assessment of Career Education Alternatives.
PUB DATE- Jun 86
NOTE- 136p.; Doctoral dissertation, International Graduate School.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; Comparative Analysis; *Counseling Services; Educational Strategies; Education Work Relationship; Employment Patterns; *Job Placement; National Surveys; Outcomes of Education; Postsecondary Education; *Private Colleges; *Proprietary Schools; *Public Colleges; School Holding Power

A study compared public, private, and proprietary postsecondary institutions in terms of job placement activities and services for graduates and student retention. A 10-item questionnaire was mailed to 300 randomly selected colleges and universities from 4 geographical areas of the United States--Northeast, Midwest, South, and West. Data from the 160 usable responses indicated that the proprietary institutions were generally smaller and were more likely to offer only short-term, skill-intensive training programs. College-sponsored job interviews were the most beneficial form of job placement assistance provided. Graduates from proprietary institutions sought employment immediately following graduation at a significantly higher rate than did graduates from public and nonproprietary institutions. Graduates from proprietary institutions were most likely to gain employment and work in their selected career fields. Graduates from midwestern proprietary institutions gained employment in their selected career area at a rate of 93 percent compared with a rate of 53.46 for graduates from public institutions located in the South. Private and proprietary institutions were more likely to retain students until graduation, and graduates from proprietary institutions took an average of 4.61 weeks to find employment as opposed to 9.55 weeks from public and 11.21 weeks from private institutions. (A copy of the survey instrument is appended to this report.) (MN)

ED 268 385 CE 044 342

Rosenfeld, Stuart
Vocational Education and Economic Growth Connections and Conundrums. Occasional Paper No. 112.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 27p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC112--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; *Educational History; *Educational Philosophy; *Educational Policy; Educational Trends; Education Work Relationship; Entrepreneurship; Futures (of Society); Policy Formation; Program Improvement; *School Business Relationship; School Role; Secondary Education; *Vocational Education

This paper notes that vocational education has been associated with economic growth since the turn of the century, when such growth was used as a justification for the funding of early vocational training. Today, vocational education's contributions to economic growth include efforts such as employer demand research, dislocated worker programs, strategies for school/business linkages, and entrepreneurship education. Following a short history and rationale for the connection between vocational education and economic growth, this paper (1) describes a variety of connections between vocational education and economic growth and their underlying theoretical foundations, (2) notes the historical context in which the connections were shaped, (3) lists policy initiatives that were stimulated by the various connections, and (4) suggests future vocational education policy issues to be resolved in order to maximize the effects of vocational education on economic growth. Throughout the paper, the ways in which vocational education supports growth are divided into four types that reflect different periods in the nation's economic history: traditional, locational, emerging, and potential. The discussion is restricted to vocational education provided by the public sector, on which public policy can have a direct effect. Questions and answers on school-business cooperation, entrepreneurship education, and skill training in relation to economic growth follow the presentation. (KC)

ED 268 412 CG 018 971

Bailey, Bruce E.; And Others
Social Action Research and Prevention of Unplanned Pregnancies.

PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *College Students; *Contraception; Females; Higher Education; *Intervention; *Knowledge Level; Pregnancy; Prevention; *Sexuality; Social Action; Student Attitudes

Many teenagers have unplanned, unwanted pregnancies. Research has shown that effective contraceptive use is hampered by a lack of knowledge and by negative attitudes. Providing accurate information does not necessarily lead to contraceptive use. This two-phase study attempted to assess contraceptive behavior, knowledge, and beliefs. In the first phase, four studies asked university students (N=505) about sexual activity, methods of contraception, past contraception education, sexual partners, natural family planning, sexual behavior attitudes, and knowledge of sexual myths. Thirty to 60 percent of respondents reported being ineffective users or nonusers of contraception. Reasons for ineffective use or nonuse included lack of a steady partner and infrequency of sexual intercourse. In the second phase of the study, an intervention method was attempted. Experimental subjects (N=74) were undergraduate women students; control subjects (N=78) were students in a human sexuality course and psychology students. Experimental subjects participated in a workshop covering the topics of risk of pregnancy, types of contraceptive methods, and effective use of contraception. In the second part of the workshop, women participated in behavioral-rehearsal tasks. Comparisons with control groups showed participation in the treatment significantly improved contraceptive responsibility. The combination of didactic information exchange, increased communication skills through behavioral rehearsal, and motivation by behavioral contracting seemed to be an effective intervention. (ABL)

ED 268 456 CG 019 015

Chambless, Dianne L.
Fear of Fear and the Anxiety Disorders.

PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; Counseling Effectiveness; *Counseling Techniques; *Fear; *Psychological Testing; Tests
IDENTIFIERS- *Agoraphobia; *Panic

The fear of fear present in agoraphobics can be broken down into a fear of the body sensations associated with the panic attacks that plague agoraphobics and maladaptive thoughts about the possible consequences of panic. In a retrospective examination of clinical files, 32 agoraphobic patients were compared to 36 patients with simple social phobias. Fear of fear was more often reported by the therapist for agoraphobics than for the other phobics. Two self-reporting measures were developed. The Agoraphobic Cognitions Questionnaire measures 14 maladaptive cognitions and the Body Sensations Questionnaire measures 17 sensations experienced during panic or high anxiety. These questionnaires were tested in 78 agoraphobics with panic attacks and 197 patients with other disorders including social phobia, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, and dysthmic and major depressive disorder. Additional data came from 23 normal subjects. Agoraphobics scored significantly higher on the Body Sensations Questionnaire and Agoraphobic Cognitions Questionnaire than did other subjects. Fear of fear may be related to treatment outcome for agoraphobic patients and imaginal exposure may be important in addressing fear of fear. (ABL)

ED 268 485 CS 008 374

Balajthy, Ernest
Expert Systems: A Challenge for the Reading Profession.
SPONS. AGENCY- State Univ. of New York, Geneseo. Coll. at Geneseo.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986). Research also partially funded by the Joint Advisory Council of the New York United University Professions and State University of New York.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; *Expert Systems; *Reading Diagnosis; *Reading Instruction; Reading Research; Teaching Methods; Technological Advancement

The expert systems are designed to imitate the reasoning of a human expert in a content area field. Designed to be advisors, these software systems combine the content area knowledge and decision-making ability of an expert with the user's understanding and knowledge of particular circumstances. The reading diagnosis system, the RD2P System (Reading Difficulties--Diagnosis and Prescription) based on an expert system shell, guides teachers to an understanding of the possible problems underlying a student's reading difficulties and suggests possible instructional methods to solve those problems. Advantages of the expert systems are that they (1) allow an organization to place untrained staff in key decision-making positions, (2) free professionals from information processing overload so that they can provide services that only humans can offer, (3) bring the best and most expensive of expertise to bear on a problem, (4) are designed so as not to overlook remote possibilities, (5) can be easily updated as new knowledge becomes available, (6) can be used for teaching purposes, and (7) raise questions about the field of expertise and can pinpoint areas where additional research is needed. (Teacher observation data are appended.) (EL)

ED 268 597 CS 505 248

Ivy, Diana K.
Who's the Boss?: He, He/She, or They?

PUB DATE- Feb 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Research; Comparative Analysis; Females; Higher Education; *Language Usage; Males; *Pronouns; *Sex Bias; *Sex Differences; *Speech Communication; Student Attitudes

A study was conducted to examine pronominal usage by college students, with particular reference to the use of the generic "he." Subjects, 25 students in a nonverbal communication class and 30 students in an organizational communication course, completed essays describing the behaviors of a high status individual in response to a question worded in a sex-neutral manner. The essays were then coded for sexist and incorrect pronoun usage. Two weeks after the writing assignment, the students heard a lecture on sexist pronoun usage, then wrote another essay on the same topic. These essay were analyzed for any evidence of linguistic change. Results showed that 69% of the students used incorrect pronoun forms, primarily the generic "he," on the first assignment. After receiving instruction on sexist language, only 35% continued to use the forms on the second assignment, and use of the generic "he" decreased by 50%. On the first assignment, more females than males used the incorrect pronoun forms and only 60% of the females changed to the correct forms on the second assignment, compared to 70% for the males. This suggests that women are still likely to stereotype men as generally high in status, and that men are more aware of women's increasing visibility in high status occupations. (Copies of the essay topic and an outline of the sexist language lecture are appended.) (FL)

ED 268 262 CE 043 947

Holden, Richard J.
Hiring People. Supervising: Industrial Relations. The Choice Series #87. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-09-0
PUB DATE- 85
NOTE- 63p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; *Employer Employee Relationship; Employment Interviews; Employment Practices; *Labor Relations; Learning Activities; Management Development; Personnel Policy; *Personnel Selection; Postsecondary Education; *Recruitment; *Staff Orientation; *Supervisory Training
IDENTIFIERS- Great Britain

This student guide is intended to assist persons employed as supervisors in recruiting, selecting, and inducting employees. Discussed in the first three sections are the following topics: the staffing process and the importance of good staff; recruitment and selection (job and ideal person profiles and job interview procedures); and induction (induction into the workplace, school leavers, and followup). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

Industrial Arts Education. Teacher Handbook. Vocational Education. Grades 9-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 339p.; For related documents, see CE 044 254-261.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; Behavioral Objectives; Building Plans; Career Exploration; *Communications; *Competency Based Education; Construction (Process); Course Descriptions; Electricity; *Electronics; Energy; Engineering Drawing; Evaluation Criteria; *Graphic Arts; *Industrial Arts; *Manufacturing; Metal Industry; Metals; Plastics; Power Technology; Program Descriptions; Secondary Education; Student Evaluation; Technology; Transportation; Vocational Education; Woodworking
IDENTIFIERS- *Materials Processing

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of industrial arts. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For industrial arts, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: architectural drawing and planning, basic electricity/electronics technology, communications technology, construction technology, contemporary technology, energy/power and transportation, exploring technology, graphic arts technology, manufacturing technology, materials and processing, metals technology, plastics technology, technical drawing and planning, and wood technology. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

ED 268 372 CE 044 308

Ashley, William L.; And Others

Peer Tutoring: A Guide to Program Design. Research and Development Series No. 260.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 131p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD260--$10.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstracts; Educational Resources; Guidelines; *Peer Teaching; Postsecondary Education; Program Descriptions; *Program Development; *Program Evaluation; *Program Implementation; Resource Materials; Secondary Education; *Tutoring; *Vocational Education

This publication presents guidelines for planning, implementing, and evaluating a peer tutoring program within a vocational setting. Chapter 1 discusses benefits of peer tutoring and presents a compilation of guidelines, suggestions, and examples for planning, developing, and evaluating a peer tutoring program. Tasks in each area--program planning, development, and evaluation--are described. Chapter 2 presents an indepth look at 13 individual, diverse peer tutoring programs. They demonstrate the many program options, formats, and procedures available to those wanting to establish a new peer tutoring program or modify an existing one. The programs represent secondary and postsecondary institutions that typically offer both academic and vocational or technical education. The following areas are discussed for each program: development and administration, functions and operation, and evaluation and improvement. Chapter 3 provides a listing of selected resources and materials available for the vocational educator interested in implementing peer tutoring programs for special learner populations in vocational programs. Citations are arranged by type of document: program description, program handbook, and tutor handbook. The citations supply information regarding title, authors or developers, source, purpose, and annotation of the material or resource. Appendixes include sample forms and a list of books and sample handouts. (YLB)

ED 268 398 CG 018 956

Wolfe, David A.; LaRose, Louise
A Video-Simulated Stress Procedure for Abusive Parents: Multi-Modal Assessment of Parental Tolerance, Arousal, and Coping.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Children; *Counseling Techniques; Emotional Response; Foreign Countries; Parent Child Relationship; *Parenting Skills; *Parent Role; Parents; *Stress Variables; *Videotape Recordings
IDENTIFIERS- Canada

Child abuse involves more than the use of corporal punishment with a child. Investigators have measured parents' emotional reactivity and attributions in relation to aversive child behavior. A "video recall" procedure has been used for assessing affective responding of adults engaged in marital conflict and has been valid for obtaining self-reports of affect in marital interaction. Another approach to studying emotional reactivity uses imagery to recreate sensory cues that precede or accompany anger and arousal. A third variation for bridging the gap between parental recall and realistic situations precipitating abuse involves a video-simulated stress procedure allowing the examiner to record parental responses to a number of stress-inducing child situations that closely resemble abusive circumstances. In this technique, eight videotaped scenes of toddlers and preschoolers which simulate stressful childrearing situations in which the child demonstrates either excessive or deficient behavior, are shown to subjects. Subjects viewing the scenes assume the role of the hidden parent in the scene. Responses to the scenes are measured by recording the subjects' verbal and behavioral indices of emotion, coping statements, and physiological changes. Subjects also provide self-reports of negative affect, sense of control, and choice of intervention or discipline. Pilot results have shown promise in detecting differential reactions to common child-related stress. (ABL)

ED 268 442 CG 019 001

Bolla-Wilson, Karen; Bleecker, Margit L.
Memory and Aging in a Cross Sectional Analysis.

PUB DATE- Nov 85
NOTE- 23p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aging (Individuals); *Cognitive Measurement; *Memory; *Sex Differences; *Test Validity; *Verbal Ability
IDENTIFIERS- *Rey Auditory Verbal Learning Test

Although the accuracy of the diagnosis of cognitive impairment in the elderly depends on the appropriateness of the norms for the neuropsychological tests used, the importance of examining health status, native intelligence, and gender when attempting to describe cognitive changes of aging has received little attention. The Rey Auditory Verbal Learning Test (RAVLT) is one widely used instrument for assessing memory dysfunction. The effects of age, education, verbal intelligence, and gender on the RAVLT were investigated in 114 healthy volunteers between the ages of 40 and 84 years. Subjects completed the RAVLT as part of a comprehensive neuropsychological evaluation. The vocabulary subtest from the Wechsler Adult Intelligence Scale was also administered. The results revealed that, in the best fitting regression model, verbal intelligence and gender accounted for a significant proportion of the variance in performance on every learning trial of the RAVLT. Age was only related to performance on the first two trials and education was not related to performance. Higher verbal intelligence was associated with better performance, and women consistently performed better than men. These results suggest that many tests reported to demonstrate an aging effect may actually only be reflecting heterogeneity in verbal intelligence and gender differences in the population studied. (Author/NB)

ED 268 471 CG 019 030

Dorr, Aimee; And Others

Beliefs about the Realism of Television Programs Featuring Families.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 26 Aug 85
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH-38234
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Children; *Family (Sociological Unit); Perception; *Realism; *Television Research; Television Surveys; *Test Validity
IDENTIFIERS- *Reality Research

When children watch television, they can assess the reality of what they are seeing. Content judged unreal may have less influence on viewers than does content judged real. This study examines children's reality judgments about television series featuring families with children. Participants included twenty-seven 7-year-olds, nineteen 11-year-olds, and nineteen 15-year-olds, with somewhat more girls than boys at each age. Measurement instruments included the Realism, Uses and Gratifications, Match Actual, Match Aspired, Television Literacy, and Viewing Frequency instruments. The children defined reality in reference to frequency among real-life American families so that characteristics of television families were judged more realistic when they were believed to be more common among real-life families. Children correctly recognized demographic differences among families and the lack of differences in portrayed feelings, actions, and general realism. Age of the child alone was never a determinant of adjudged reality. The lack of consistent, strong age effects may be due to the measures and methods employed. Further research should examine the mediating function of perceived realism in the television effects process. Four pages of references, five tables, and two figures are included. (ABL)

ED 268 500 CS 008 394

Annis, Linda Ferrill
Student-Generated Paragraph Summaries and the Information-Processing Theory of Prose Learning.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Higher Education; *Learning Processes; Learning Theories; *Paragraphs; Prose; Reading Ability; Reading Comprehension; *Reading Research; Study Skills
IDENTIFIERS- *Blooms Taxonomy; Prose Learning; *Summarization

A study investigated the relationship between high and low reading ability and the study techniques of reading, the usual method of note taking, and student-generated paragraph summaries on the six levels of cognitive learning from textual material as measured by Bloom's "Taxonomy." Subjects, 84 college students enrolled in an educational psychology course, participated in three experimental sessions. Students took the comprehension section of the Nelson-Denny Reading Test in order to assess their reading during the first session. In the second session, students received a packet of material also containing instructions for the study technique the student was to use, were given 30 minutes to learn the text, and were tested in a third session one week later. Students who wrote paragraph summaries scored higher than students who read or took notes at the application and analysis levels, although students who read or took notes scored higher at the syntheses and evaluation levels. The information-processing theory provides an explanation for this, since questions at the knowledge and comprehension levels require answering information in the same form in which it was provided. Therefore, it may be concluded that the use of paragraph summaries has a positive effect at some levels of learning. (DF)

ED 268 514 CS 008 420

Caron, Thomas A.
Developmental Differences in Sentence Constructivity among School Age Children.
PUB DATE- Jul 84
NOTE- 89p.; M. Ed. Thesis, Western Washington University. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Age Differences; Basal Reading; Child Development; Comparative Analysis; *Developmental Stages; Elementary Education; Grade 2; Grade 4; Grade 6; *Inferences; Learning Processes; Linguistic Theory; *Reading Comprehension; *Reading Processes; *Reading Research; Semantics; *Sentence Structure
IDENTIFIERS- Blachowicz (C Z)

A study examined the existence in elementary school children of (1) sentence constructivity, (2) developmental differences in constructivity, (3) differences in constructivity across performance levels, and (4) differences after a one- or two-day delay. The study was intended as a partial replication of work by C. Z. Blachowicz (1977-78), which demonstrated the phenomenon of sentence constructivity as part of reading comprehension among children. Subjects were 44 second grade, 54 fourth grade, and 50 sixth grade students from intact classes in a public school in Victoria, British Columbia. The students read a basal story and completed a sentence recognition task. The task required the students to indicate sentences that were literally identical to those in the story, but not those that simply meant the same thing. One or two days later, the recognition task was repeated without access to the story. Results were analyzed for sentence types, grade levels, performance levels, and trials (immediate or delayed). Findings indicated support for constructivity in sentence type analysis, a decrease in errors as grade levels increased, no difference across performance levels, and an increase in constructivity after a delay. The results confirm and extend Blachowicz's findings. A five-page bibliography is provided; appendixes include the story used, the recognition test and the raw data presented in tabular form. (FL)

ED 268 528 CS 209 647

White, Kathy
Teaching about Women and Violence.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; Battered Women; Crime; Emotional Response; *Females; Higher Education; *Hostility; *Literature; *Mass Media; Rape; Victims of Crime; *Violence; *Womens Studies

A course entitled "Women and Violence in Literature and the Media" extends the definition of violence to include not only physical and emotional abuse but psychological manipulation and destruction as well. The course has two major objectives: to establish that violence against women does occur in our society and is culturally approved of and perpetuated, and to explore the expression in literature and the media of male violence against women, the ways women respond to that violence, and the conditions under which women become violent. In the first part of the course, several documentaries on the subject of women as victims are shown, including "The Fear That Binds Us," which incorporates personal testimony of women who experienced incest, battering, or rape, and "Why Men Rape," based on interviews with convicted rapists. In the second part of the course, various pieces of literature are assigned, including Norman Mailer's "The Time of Her Life," John Fowles's "The Collector," and Judith Rossner's "Looking for Mr. Goodbar." While the course paints a grim picture, the reality is that it is a violent world and women are particularly vulnerable. However, women do not have to resign themselves to being victims. Individually and collectively, women can not only cope with male violence against them but can reduce and, ultimately, stop it. (A list of films and texts used in the course as well as a selected bibliography of materials on violence against women are appended.) (DF)

ED 268 542 CS 209 663

DeBacco, R.
Using the File Approach in Freshman Composition.
PUB DATE- 83
NOTE- 11p.; Appendices may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Freshmen; Expository Writing; *Freshman Composition; Higher Education; *Information Storage; Resource Materials; *Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- Topic Selection; Writing across the Curriculum

Using the file approach in freshman composition gives students experience with the selection and utilization of a range of sources for writing, the awareness of writing as a learning activity that is by nature a process, and the opportunity to write and read across the curriculum. In this approach students are expected to keep a file of information, ideas, and possible topics for compositions collected from magazines, newspapers, or their own experiences. Students receive a peer evaluation sheet and worksheets designed for organizing file information. Students are encouraged to develop the file based on areas of vocational or avocational interest, since students' interest and achievement tend to improve if they perceive the class and assignments as being of individual importance. This focus also enables students to experience writing as a process of gaining knowledge about a topic. In addition, the conferences and peer evaluation components of the file approach allow students to learn how diverse people think and feel about a topic of importance to the writer, and about its development in an essay. Finally, the file approach reveals the process nature of writing. (Appendixes contain a worksheet for organizing file information, and a peer evaluation sheet.) (EL)

ED 268 570 CS 209 715

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Chips."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 106p.; Photographs may not reproduce well. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Bethesda-Chevy Chase Senior High School, 4301 East-West Highway, Bethesda, MD 20814 (Magazine only--profile not included--$5.10 including postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Chips," the magazine published by Bethesda-Chevy Chase Senior High School, Bethesda, Maryland. The introduction describes the literary magazine contest (and criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--discusses (1) the magazine format, including paper and typestyles, (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, including fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure, and anticipated changes. The Spring 1984 issue of the magazine is appended. (HTH)

ED 268 275 CE 044 021

Clark, Donald L.
Field Experience in Teacher Education. A Model for Industrial Arts/Technology Education. Special Publication Series No. 52.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 80p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN52--$7.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Behavioral Objectives; Case Studies; Cooperative Planning; Cooperative Programs; Coordination; Curriculum Development; *Educational Practices; *Field Experience Programs; Higher Education; *Industrial Arts; Learning Activities; Linking Agents; Mentors; *Models; Program Design; Student Teachers;

*Teacher Education; *Technical Education

Five exemplary university field experience programs for individuals studying to become teachers were identified and examined in order to develop a model field experience program in teacher education. Programs at the following universities were examined: Ball State University (Indiana), Illinois State University, Millersville University (Pennsylvania), the State University of New York at Oswego, and the University of Wisconsin-Stout. The model field experience program called for the following three components: 100 contact hours of early field experience (a program, consisting of highly structured yet varied experiences that are closely coordinated with each of the courses in the professional sequence); a semester-long, full-time student teaching experience (a program involving eight weeks in a junior high school and eight weeks in a senior high school setting under the supervision of full-time faculty members in the university's industrial arts or technology education departments); and a first-year teacher program (a coordinated activity in which a university supervisor and a local mentor provide support to the new teacher). (This report includes a detailed description of the model with information concerning the linkages, objectives, activities, and contact hours involved in each stage in the proposed field experience program. Supportive information includes comments by case study participants.) (MN)

ED 268 303 CE 044 158

Harrison, Cheryl
Education and Employment. Overview. ERIC Digest No. 50.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Basic Skills; *Educational Needs; *Education Work Relationship; *Employment Potential; Job Skills; *Outcomes of Education; Relevance (Education); Secondary Education; Skill Development; *Transfer of Training; *Vocational Adjustment; Work Attitudes
IDENTIFIERS- ERIC Digests

A solid body of empirical research supports the view that educational level is strongly related to occupational attainment. In the final analysis, however, it appears that although education does lead to a better job, how much better is determined by one's gender and race. Research on the relative need for training in basic, general employability and transferable skills indicates that training in proper work habits, attitudes, and interpersonal skills is generally considered as important to job success as is training in the basic skills. At least one researcher has hypothesized that although the schools are teaching the transferable skills necessary for employment (mathematics, communication, interpersonal, reasoning, and manipulative skills), students are not being taught how to transfer these skills from school to work. Many young people and women entering or returning to the work force are not even aware of the transferability of their skills to the workplace. Most research indicates that the workplace remains the site of most learning concerning work. The current public education system must do more to show teachers how to teach transfer skills so that future workers will not see their skills as irrelevant, past accomplishments but will instead view them as tools for the future. (MN)

ED 268 317 CE 044 175

Stohrer, Freda F.
Reassessing Education's Role within the Global Village: Where in the World Are We?
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Corporate Education; *Educational Needs; Industrial Training; Job Training; *Labor Needs; Retraining; Skill Development; *Technical Writing; Technological Advancement

The rapid technological advancement that U.S. society is experiencing has increased the likelihood that workers will have to be trained and retrained throughout their working lives to meet continually changing job requirements. This situation has challenged instructors of technical communication who are faced with the overlap of traditional education and corporate education in the area of basic skills. Although it is not fair to insist that the schools take the responsibility for dealing with all the educational needs of the business-industry-government complex, instructors of college technical communications courses must reassess their programs in light of what industry and society really need and want. After examining some 10 surveys of the rhetorical needs of writers in all types of jobs, one researcher has concluded that rather than emphasizing such specific writing assignments as composing proposals or taking minutes of meetings, the basic technical writing course should focus on (1) those common rhetorical principles that underlie the design and development of all writing; (2) ways of adapting any communication to varying audiences; and (3) assignments that emphasize an integrated approach to communication, including team reports. (MN)

ED 268 331 CE 044 210

Daniels, Dale; And Others

Using the Computer in Special Vocational Programs. Teacher's Guide.

Hardin County Board of Education, Elizabethtown, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 85
NOTE- 129p.; For a related document, see CE 044 209.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Computer Assisted Instruction; *Daily Living Skills; Drug Use; *Employment Potential; Evaluation Criteria; Fractions; Job Application; Job Search Methods; Language Arts; Learning Activities; Lesson Plans; Library Skills; Mathematics Skills; Money Management; Pretests Posttests; Problem Solving; Reading Skills; Records (Forms); Resumes (Personal); Secondary Education; *Special Education; Spelling; Student Evaluation; Teacher Developed Materials; Vocational Adjustment; *Vocational Education; Writing Skills
IDENTIFIERS- TRS 80

This guide is intended to assist vocational educators in providing computer-assisted basic skills instruction to students in special vocational education programs. Addressed in the individual units of the curriculum are the following topics: components and use of the TRS-80; self-assessment; reading (job clusters); language arts (business letters and applications for secretarial and teacher's aide positions); employability skills and the value of education; mathematical operations; money and work (business math, checking accounts and check registers, proper money management, personal budgets); reasons for drug use and the drug scene; resume writing; library skills; community service and jobs; computation of mathematical averages; fractions; problem-solving skills, and job responsibility and goal setting. Each of these units contains some or all of the following: behavioral objectives, a list of resources needed, student evaluation criteria, instructional text, one or more learning activities or quizzes, sample computer programs, and answers to the activities provided. The guide also includes a pretest, posttest, and list of references. (MN)

ED 268 359 CE 044 279

Moss, Jeffrey W., Comp.
Summaries of Research and Development Activities in Agricultural Education in the United States of America, 1984-1985.
Louisiana State Univ., Baton Rouge. Coll. of Agriculture.
PUB DATE- Feb 86
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agribusiness; *Agricultural Education; Community Colleges; Computer Assisted Instruction; *Curriculum Development; Demography; Educational Needs; *Educational Research; Farm Management; Needs Assessment; Outcomes of Education; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Improvement; Public Relations; *Research and Development; Research Projects; Secondary Education; Student Characteristics; Student Organizations; Student Recruitment; *Vocational Education

This document is the 11th annual summary of research and development projects in agricultural education. Included in the collection of 170 abstracts are 90 abstracts of master's papers or theses, 42 abstracts of doctoral dissertations, and 38 abstracts of funded or nonfunded staff studies. Research and development projects conducted at 30 institutions from 25 States are described. Abstracts are alphabetized by State, with each abstract including the name(s) and affiliation of the project's author(s) and a project summary. Also provided are a list of research and development activities in progress, ERIC accession numbers for previous regional summaries (1968-1974) and national summaries (1974-1984), a list of previous national editors, and author and subject indexes. Included among those topics addressed in the individual research and development efforts are the following: advisory councils, agribusiness, agricultural mechanics, attitudes, communication, community colleges, competency-based education, computers, continuing educational needs, cooperative vocational education, curriculum, educational opportunities, employer views, employment, entry-year assistance programs, farm management, 4-H, Future Farmers of America, horticulture, inservice programs, international programs, maternal employment, occupational status, orientation, public relations, recordkeeping, recruitment, safety, special needs, student characteristics, student teaching, summer programs, supervision, teacher characteristics, teacher education, and technical studies. (MN)

ED 268 428 CG 018 987

Sears, Robert R.
Fantasy and Reality in Mark Twain's Aggression.
PUB DATE- 25 Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Competition; *Fantasy; *Letters (Correspondence); *Literature; *Psychological Patterns
IDENTIFIERS- *Biographical Analysis; *Twain (Mark)

Psychoanalysis, a favorite method for studying personality and motivation, cannot be used on the dead. Instead, biographical analysis must be employed. This study examines Mark Twain's aggression by analyzing his writings, social behavior, and environmental aspects of his life. In viewing Mark Twain's novels as representing fantasy, 17 categories of aggression are discernible. Mark Twain's letters to his wife, friends, and publishers may represent reality. Content analysis provides a quantitative measure of motivation of aggression. Three categories of motivation examined are self-aggression, moral outrage, and teasing. A comparison of Twain's fantasy and reality suggests that:

(1) there is a dimension of overt versus non-overt aggression that provides a response hierarchy in which object-directed playful non-overt aggression is subordinate to serious overt aggression; (2) when the self is perceived as the frustrator, but there is constraint on the social expression of aggression, the aggression will be displaced in the form of self-aggressive fantasy; (3) when other persons or social institutions which have personal representatives are perceived as the frustrating agents, and there is serious constraint on social expression, the displacement will take the form, in fantasy, of moral outrage directed toward people in authority; and (4) when the frustrating circumstances are both implacable and relatively impersonal, constraint on expression of aggression will force its displacement into moral outrage and self-aggression in both fantasy and reality. (ABL)

ED 268 486 CS 008 378

Yellin, David

Connecting Spelling Instruction to Reading and Writing.

PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; Educational History; Language Research; Linguistics; Literacy; Reading Readiness; *Reading Skills; Reading Writing Relationship; Spelling; *Spelling Instruction; Teaching Methods; Writing Readiness; *Writing Skills
IDENTIFIERS- *Invented Spelling

Spelling practices, processes, and implications can be analyzed in terms of three conceptual models: the bottom up, the top down, and the interactive compensatory model. Spelling instruction from post-colonial America into the 20th century reveals a preoccupation with the bottom up philosophy, which emphasized rules, word lists, and rote memorization. By the 1950s linguists contended that the majority of words used in writing are regular and consistent in their spelling patterns. Based on the significance of invented spelling, spelling began to be evaluated in developmental stages--prereading, phonetic, orthographic, morphemic and syntactic--which suggest the top down view. This view represents the psychological shift of control to the child (internal) and away from external controls (print, and authority of parent and teacher). The interactive compensatory approach combines both bottom up and top down views and--with its belief in the simultaneous use of phonological information and higher level processing skills--is best represented by the work of Uta Frith and A. F. Jorm. In their observations of the writing practices of preschoolers, C. Read and C. Chomsky concluded that parental acceptance of children's invented spelling is very important as an initial stage in the developmental process of learning to read and write. In school, wide reading and creative writing experiences are the best preparation for improving spelling skills. Spelling is an integral part of the literacy process and should be taught as such in conjunction with real writing and reading lessons. (EL)

Holbrook, Hilary Taylor, Comp.
An Exemplary High School Literary Magazine: "Seed."
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 92p.; Photographs may not reproduce well. The poem "Pure and Endless Light" removed due to copyright restrictions. For other magazine profiles in series, see CS 209 701-720.
CONTRACT- 400-83-0025
AVAILABLE FROM- Grissom High School, 7901 Bailey Cove Rd., Huntsville, AL 35802 (Magazine only--profile not included--$3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Creative Writing; *Evaluation Methods; Faculty Advisers; High Schools; Periodicals; Production Techniques; Student Evaluation; *Student Publications; Teacher Role; Writing Evaluation; Writing for Publication
IDENTIFIERS- *Exemplars of Excellence; *Literary Magazines; National Council of Teachers of English

One of a series of 20 literary magazine profiles written to help faculty advisors wishing to start or improve their publication, this profile provides information on staffing and production of "Seed," the magazine published by Grissom High School, Huntsville, Alabama. The introduction describes the literary magazine contest (and the criteria), which was sponsored by the National Council of Teachers of English and from which the 20 magazines were chosen. The remainder of the profile--based on telephone interviews with the advisor, the contest entry form, and the two judges' evaluation sheets--describes (1) the magazine format, including paper and typestyles; (2) selection and qualifications of the students on staff, as well as the role of the advisor in working with them; (3) methods used by staff for acquiring and evaluating student submissions; (4) sources of funding for the magazine, fund raising activities if applicable, and production costs; and (5) changes and problems occurring during the advisor's tenure and anticipated changes. The 1984 issue of the magazine is appended. (HTH)

ED 268 584 CS 209 732

Olasky, Marvin N.
Scratching the First Teflon Presidency: Frank Kent vs. Franklin Roosevelt.
PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Freedom of Speech; *Journalism; Newspapers; *News Reporting; *Press Opinion; United States History
IDENTIFIERS- Depression (Economic 1929); *Journalism History; Journalists; *Kent (Frank); National Industrial Recovery Act; *National Policy; News Reporters; Roosevelt (Franklin D)

While the typical pantheon of journalism history heroes is made up almost entirely of individuals who campaigned for more governmental regulation and increased social liberalism, there is also an opposing tradition in American journalism, one based on the premise that governmental cures are in most cases worse than the diseases they are designed to control or eradicate. In looking at forgotten conservative journalists, it is important to examine the career of Frank Kent (1877-1958), a Baltimore "Sun" writer and syndicated columnist who gained a reputation for opposition to President Roosevelt's New Deal policies. In 1933 popular support for Roosevelt was so great that even Congressmen who had objections were reluctant to speak them. The combination of economic and social crises with Roosevelt's personal charm made allies of almost every editor and reporter. Frank Kent, influenced by the historical and political science perspective he brought to reporting and writing, was bothered by this uncritical acceptance of the National Industrial Recovery Act and the National Recovery Administration (NRA). Roosevelt and his administration struck back at Kent and other critics, but by 1934, other journalists began to join Kent in opposition to the NRA, and a study by the liberal Brookings Institute did indeed reveal that the economy was not recovering. The NRA system began breaking down in late 1934; by 1935 small businesses were beginning to openly defy the NRA codes; and by the end of 1935, the Supreme Court declared the NRA unconstitutional. Kent was vindicated. Despite Roosevelt's resounding reelection, Kent's journalistic practice provides a different perspective on the current view of some conservatives that the press should support presidential prerogatives. (HTH)

ED 268 613 CS 505 270

Thomlison, T. Dean
Contributions of Humanistic Psychology to Listening: Past, Present, and Future.
PUB DATE- Mar 86
NOTE- 21p.; Paper presented at the Meeting of the International Listening Association Convention (San Diego, CA, March 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Higher Education; Interdisciplinary Approach; *Listening; *Psychology; *Research Needs; Speech Instruction; *Theory Practice Relationship
IDENTIFIERS- *Humanistic Psychology; Listening Theory

Noting that research and theory building in the area of listening have evolved from a variety of disciplines, this paper examines the contributions to listening theory made by humanistic psychology. The paper first offers an overview of humanistic psychology, examining some of the basic assumptions and postulates that serve as a foundation for "Third Force" psychology, an orientation emphasizing meaning and value in human life. It then discusses selected concepts that have been incorporated into listening theory, such as emphatic listening, mutual engagement, feedback, attending behaviors, and nonvaluative listening. The paper also presents an analysis of potential areas of further contributions for listening studies that have gone untapped or been given only cursory attention, including symbolization of experience, skill training, response studies, and perceived listening. The paper concludes with a call to scholars, theorists, and researchers to tap the potentially rich contributions of not only humanistic psychology, but also many other disciplines that relate directly and indirectly to the field of listening. (FL)

ED 268 235 CE 043 915

Sarle, Ruth; And Others
Microcomputer Applications in Vocational Education: Home Economics. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 22 Aug 85
NOTE- 10p.; For a related document, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; *Consumer Education; *Courseware; Extension Education; *Home Economics; Home Economics Skills; *Homemaking Skills; Instructional Material Evaluation; *Microcomputers; Secondary Education
IDENTIFIERS- *Courseware Evaluation

This courseware evaluation rates the "Microcomputer Applications in Vocational Education: Home Economics" program developed by the Illinois State Board of Education. (This series of programs--not contained in this document--includes interior decorating estimating, pounds away program, decision analysis, fiber care, clothing figure analysis, stain removal, consumer math, housing options, home loan analysis, personal budget, utilities, nutrition analysis, home owner's capital gain, measurement conversion, and recipe analysis.) Part A describes the program in terms of hardware requirements (Apple II, TRS 80 III, Pet Basic 3 Commodore), indicates its suitability for grades 11 through adult, and estimates time for use (15-20 minutes). Availability information includes cost ($11.00--Apple and TRS, $6.25--Pet) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation in terms of strengths (performs calculations related to home economics subjects and provides helpful information for homemakers) and weaknesses (no printed documentation and difficulty in reading the screen). A summary section shows that this courseware received overall ratings of "somewhat" in the categories of subject matter, technical presentation, student interaction, and documentation. (The program interaction, student evaluation, and work behaviors criteria were not applicable.) This courseware is recommended with reservations, due to difficulty in obtaining desired results. (SK)

ED 268 249 CE 043 934

Johnson, David W.

Supervisors & Marketing. Supervising: Technical Aspects of Supervision. The Choice Series #45. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-27-9

PUB DATE- 85
NOTE- 68p.; For related documents, see ED 266 310-312 and CE 043 921-948.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Consumer Economics; Learning Activities; Management Development; *Marketing; Needs Assessment; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- Great Britain; Supply and Demand

This learning unit on supervisors and marketing is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to understand the nature of marketing both to the organization and to the individual in it, understand how customer needs are met by proper use of company resources, and apply his/her skills as a supervisor to positively putting into effect marketing strategies in his/her area. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include the right goods at the right price, customer needs and satisfaction, marketing and customer choice, and marketing priorities. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 268 289 CE 044 105

Kapes, Jerome T.; Welch, Frederick G.
Review of the Scoring Procedures for the Occupational Competency Assessment Program in Pennsylvania. Final Report. Vocational-Technical Education Research Report.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Oct 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cutting Scores; Educational Policy; Error of Measurement; Evaluation Criteria; *Minimum Competency Testing; Norm Referenced Tests; Pass Fail Grading; Policy Formation; Postsecondary Education; Scoring; *Scoring Formulas; State Standards; *Statewide Planning; Tables (Data); Teacher Evaluation; Testing Programs; Test Interpretation; Test Norms; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- National Occupational Competency Testing Institute; *Pennsylvania; *Teacher Competencies

Procedures for establishing the cutoff scores for the occupational competency exams administered to individuals graduating from Pennsylvania vocational teacher education programs were reviewed. A total of 595 National Occupational Competency Testing Institute (NOCTI) Exams administered in 43 occupations or trades at three colleges between the years 1979 and 1984 were reviewed. Test scores were compared with respect to exam date, test site, exam code, percentage of correct responses for written and for performance tests, and pass/fail decision for written and performance tests respectively. It was concluded that Pennsylvania could and should use the national norms provided on those exams to make the pass/fail decisions for prospective vocational teachers. Whatever decision is made concerning a cutoff for the performance exam, it should be based on the same rationale and be consistent with the method used for the written exam. The 95 percent confidence interval (two standard errors SE) should be used in implementing any cutoff decisions. In those cases where the two SE cutoff does not result in a sufficient supply of vocational teachers, a mechanism should be implemented to permit individuals to teach temporarily while they improve their occupational knowledge until they meet minimum standards. (Appendixes to this report include six tables detailing the test score statistics compiled.) (MN)

O'Keefe, Edward J.; Castaldo, Christine

Multimodal Therapy for Anorexia Nervosa: An Holistic Approach to Treatment.

PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Anorexia and Bulimia Conference (New York, NY, November 16-17, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Anorexia Nervosa; *Behavior Modification; *Counseling Effectiveness; *Counseling Techniques; *Holistic Approach; Psychological Patterns
IDENTIFIERS- *Lazarus (Arnold)

Anorexia nervosa has received considerable attention lately because of its increased incidence, potential danger, and resistance to treatment. A review of the literature on anorexia nervosa suggests that, although it is characterized by complex interrelated psychological and physiological processes, it is often conceptualized and treated in unifocal or unimodal terms. Even when more eclectic, multi-dimensional orientations are employed, they fail to provide a conceptual framework or a systematic approach. Perhaps for these reasons, treatment effects have been circumscribed and relapse rates high. The multimodal therapy model of Arnold Lazarus obviates many of the deficits cited, in offering a comprehensive, systematic, holistic approach to assessment and treatment. This multimodal approach focuses on the areas of behavior, affect, sensory, imagery, cognitive, interpersonal, and drugs. Therapy methods include identifying the triggering modalities, "bridging" the client from one modality to another, and tracking the intervening modalities. A multimodal case study employing the Lazarus method for an adolescent anorexic girl is discussed. (ABL)

ED 268 457 CG 019 016

Felsman, J. Kirk

Abandoned Children Reconsidered: Prevention, Social Policy and the Trouble with Sympathy.

PUB DATE- 29 Apr 85
NOTE- 17p.; Paper presented at the International Conference on Prevention, University of Montreal, Canada, April 29, 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Child Advocacy; *Children; *Developing Nations; *Empathy; *Homeless People; *Policy Formation; Public Policy; Research Utilization; *Social Action

The dimensions of the social problem of street children in developing countries is being recognized and the need for social action is being addressed. The tone of recent policy papers, however, is one of sympathy rather than of empathy. This sympathetic stance is prone to distortion and misrepresentation and may result in social action which is short-sighted and counterproductive. The failure to achieve empathic understanding of street children has resulted in a focus on weakness and pathology, ignoring the signs of strength and resiliency these children also possess. The sympathetic posture of recent policy papers has falsely assumed a great deal of knowledge about street children. Misconceptions exist in the definitions of street children, in the language and perspective applied to street children, and in the etiology of the condition of street children. Overcoming the lack of knowledge about the problem of street children is fundamental to informed social policy. Advocacy and applied research both play important roles in social policy formation, but reasonable distinctions between the two must be maintained. Policymakers must rely on researchers, clinicians, and advocates alike to inform policy formulation, while recognizing that the approach of each requires careful scrutiny. (NB)

ED 268 543 CS 209 664

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 85
NOTE- 6p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Patterns; *Biculturalism; *Bidialectalism; *Bilingualism; *Doctoral Dissertations; Elementary Education; English (Second Language); Foreign Countries; Higher Education; Mexican Americans; Migrant Children; Oral Reading; Prior Learning; Reading Comprehension; Reading Processes; Vocabulary Development
IDENTIFIERS- Puerto Rico; Semantic Mapping

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 5 titles deal with the following topics: (1) the influence of background knowledge on non-native students' memory for reading passages, (2) the development of a reading textbook with a teacher's manual for English as a second language students in basic college courses in Puerto Rico, (3) an investigation of the relationships between prior knowledge and vocabulary development using semantic mapping with culturally diverse students, (4) effects of prior aural exposure on the oral reading performance and comprehension of Mexican American migrant children, and (5) a three-year longitudinal study on reading developmental processes and behavior of a bilingual child. (HOD)

ED 268 598 CS 505 249

Mettee, Dorothy L.
Report of a Therapeutic Drama Program in a Federal Prison: Implications for Applied Communication.

PUB DATE- Nov 83
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acting; *Behavior Modification; Communication (Thought Transfer); *Communication Skills; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; Credibility; *Drama; Dramatic Play; Dramatics; Rehabilitation; Role Playing; Speech Communication; Theater Arts; *Therapeutic Recreation
IDENTIFIERS- Penal Reform; *Prison Reform

Noting that new approaches must be found to decrease the numbers of inmates returning to United States prisons and to provide means for productive changes that will result in self-improvement and new options for inmates both inside and outside the prison after their release, a drama program was established in 1979 for inmates at the Federal Correctional Institution in Englewood, Colorado. The program at the medium security prison for adult males was sponsored by the prison chaplain and the recreation director and conducted by four outside volunteers once a week for three hours. Although some problems arose initially, most were overcome during the two and a half years the program existed. The program's benefits included teaching such communication behaviors and skills as role theory, credibility, and linguistic codes. Although the program is designed to benefit inmates, there were additional positive results for the prison administration, society, and communication researchers. (DF)

DOCUMENT RESUME

ED 268 614 CS 505 271

Parmenter, C. Irvin
Simulation as a Teaching Method in Family Communication Class.
PUB DATE- 19 Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); Course Content; *Family Relationship; Family Role; *Group Dynamics; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Nonverbal Communication; *Simulation; Social Cognition; Speech Communication; Speech Curriculum; *Teaching Methods

Simulation was used as a teaching method in a family communication class to foster a feeling of empathy with others. Although the course was originally designed to be taught as a seminar, the large number of students prompted the division of students into groups of five or six, characterized as families, each of which was to discuss concepts and issues in class and work on projects outside of class. The family groups developed their own networks of communication as the semester progressed. One advantage of using the simulated family system was that students began to identify with their group and to rely on the others for support in group discussion. Another was that the active discussion in the groups allowed students to discover and analyze their own communication behavior as well as that of others. Although some weaknesses did appear, such as the tendency to oversimplify a situation because of the narrowness of point of view and the length of time the simulation required, the strengths of using the simulated family systems outweighed the weaknesses. (DF)

DOCUMENT RESUME

ED 268 628 EA 018 341

Meade, Edward J., Jr.
School-Focused Development of Teachers On-the-Job.
PUB DATE- 20 Sep 85
NOTE- 17p.; Remarks delivered at the Annual Meeting of the Council of the Great City Schools (Pittsburgh, PA, September 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Master Teachers; Mentors; School Responsibility; School Schedules; Teacher Aides; Teacher Centers; *Teacher Improvement; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Collegiality; Pittsburgh School District PA

Professional development should be part of a teacher's job, and schools should make teacher development an integral part of the teacher's normal activities. Because schools are cooperative, collaborative enterprises, teachers should be involved in the establishment of development programs, should have professional responsibility for cooperating with each other to improve practice, and should not be made to compete for rewards. Development programs should eliminate such barriers to teachers' development efforts as (1) funding shortages that deny teachers both in-school time for development and adequate resources for study and professional interaction, and (2) assumptions that teachers should take responsibility for development individually. Examples of methods that fit the criteria suggested include those used in the Scheney High School Teacher Center in Pittsburgh, Pennsylvania; the employment of teachers as mentors rather than as "master teachers"; the engagement of a nonprofessional support staff to leave teachers free for professional concerns; the rescheduling of school time; and perhaps the coordination of in- and out-of-school time for development. The program should be more concerned with enhancing the teacher's professionalism than his/her specific technical skills, should involve an element of accountability, and should focus on pedagogy. (PGD)

DOCUMENT RESUME

ED 268 642 EA 018 361

Bates, Don

Stress in Decision-Making: Three Causes, Three Cures.

PUB DATE- Sep 84
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Decision Making; Elementary Secondary Education; *Inservice Education; Instructional Films; Management Development; Single Concept Films; *Stress Management; Workshops
IDENTIFIERS- Making of a Decision (Film)

This paper is a brief description of a conference presentation consisting of a 2.5-hour clinic session on decision-making. A motion picture, "The Making of a Decision," followed by a lively discussion, was used to illustrate the strenghts and weaknesses of administrators in their decision-making process. Presented in the film are three different ways that administrators act when in doubt about their decisions, and three different ways they handle their anxieties and stresses. After viewing the first half of the motion picture, the participants listed the strengths and weaknesses three managers portray in their decision-making skills. The participants then viewed the supervisor of these three managers conducting appraisal conferences with each of them, helping them to identify their own weaknesses in decision-making. The participants then assumed the role of the supervisor and made a decision. After a thorough analysis of the content of the motion picture by the presentor and the participants, each participant listed several specific ways they could immediately improve their decisions and reduce their stress levels. (TE)

DOCUMENT RESUME

ED 268 656 EA 018 381

Williams, Jane L.

Pre-Career Ladder Teacher Evaluation in Tennessee: Analysis of Type and Content of Locally Developed Teacher Evaluation Instruments.

PUB DATE- Feb 86

NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986). Document contains light type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Public School Teachers; School Districts; State Surveys; *Teacher Evaluation

IDENTIFIERS- *Tennessee

The types of teacher evaluation instruments used in Tennessee's public school systems during 1982-83 were reviewed to determine how they related to other district characteristics. Districts were categorized according to whether they (1) negotiated teacher contracts, (2) spent above the state median per pupil, (3) paid teachers above the state median salary, (4) elected or appointed their superintendents, (5) were county or city/special districts, and (6) reported average daily attendance above the state median. Instruments were categorized as using rating scales, checklists, performance objectives, anecdotal records, a combination of scales and objectives, or other methods. Evaluation criteria were grouped into four content types: personal qualities, professional qualities, instructional skills, and classroom management and discipline skills. The study found that 57.4 percent of the districts used rating scales and 34.9 percent combined rating scales with performance objectives. The tendency to use rating scales alone was lower among districts paying higher salaries, appointing superintendents, and operating as city/special districts. The most frequently cited evaluation criteria related to professional cooperation, effective planning, and student control. Systems paying higher salaries considered more instructional skills items, as did city/special systems. The mean number of items evaluated was 30. (PGD)

DOCUMENT RESUME

ED 268 669 EA 018 412

Vergon, Charles B.

Trends in School Desegregation Litigation and the Financing of Remedial Decrees.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 20p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Desegregation Litigation; *Desegregation Methods; Federal Courts; Financial Problems; *Financial Support; *Legal Responsibility; *School Desegregation; School Districts; School Law; Torts; Transfer Students

IDENTIFIERS- *Milliken v Bradley; *Remedial Decrees

The 1977 Supreme Court decision in "Milliken v. Bradley," involving the Detroit public schools and the state of Michigan, held that federal courts possess the authority not only to order the implementation of educational program components as part of a desegregation remedy, but also to assess a portion of the cost of such components against the state treasury. Since 1977 similarly comprehensive desegregation plans have been ordered and/or analogous claims of responsibility and extraschool district liability advanced in litigation involving a number of other communities. These cases have presented a host of difficult factual, legal, and public policy issues not expressly resolved by the Supreme Court in "Milliken." These issues involve (1) the expanding nature of remedial regimes, (2) the theories and bases of state and local liability upon which the funding of these remedies may be predicated, and (3) the means by which such obligations may be financed and the authority of the court to mandate a particular source or method by which the needed resources are to be marshalled. This paper provides a general survey of selected issues and the manner in which they have been addressed and resolved to date by some of the trial and appellate courts presiding over "Milliken's" progeny. A hierarchy of judicial actions organized according to their intrusivenes is also synthesized from the case law. (MLF)

DOCUMENT RESUME

ED 268 683 EA 018 427

Sorenson, Gail Paulus
Title IX: Current Judicial, Legislative, and Administrative Activity.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 14p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Federal Aid; Federal Regulation; *Government School Relationship; Higher Education; *School Law; *Sex Discrimination
IDENTIFIERS- *Grove City College v Bell; Supreme Court; *Title IX Education Amendments 1972

The Supreme Court, in the case of "Grove City College v. Bell," ruled that federal regulation and enforcement activities designed to eliminate discrimination based on sex are triggered by indirect federal aid and are program specific. The Court's program-specific conclusion was immediately applied to federal statutory language that limits discrimination against the handicapped. The proposed Civil Rights Act of 1984, introduced to mitigate the effect of the Court's program-specific interpretation in "Grove City," was not passed by the 98th Congress. The effects of the case on administrative enforcement--at least 22 sex discrimination cases under investigation by the Department of Education's Office for Civil Rights--indicate that the Education Department had previously interpreted the scope of its jurisdiction with regard to the investigation of discrimination more broadly than is currently permissible. It can be predicted that the present administration will continue to oppose broad-based institutional coverage for antidiscrimination provisions, that a new civil rights measure will be drafted, and that the Office of Civil Rights will proceed cautiously pending congressional clarification of intent and would reopen closed cases if the Supreme Court's program-specific conclusions were legislatively reversed. (MLF)

DOCUMENT RESUME

ED 268 697 EA 018 475

Koenecke, William H.; Clark, Elmer J.
A Study of Public Law 94-142 as Viewed by School Superintendents in Illinois.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; *Administrator Attitudes; *Administrator Characteristics; Administrator Education; Boards of Education; Compliance (Legal); Elementary Secondary Education; Exceptional Persons; *Legislation; Questionnaires; School Demography; School District Size; *Special Education; *Superintendents
IDENTIFIERS- *Education for All Handicapped Children Act; Illinois

The attitudes of selected superintendents in Illinois regarding Public Law 94-142 were studied. A review of related literature indicated that special education training and knowledge of PL 94-142 contributed to positive attitudes toward handicapped persons and the laws that apply to them. A questionnaire was sent to 300 local school superintendents in llinois. The data thus collected yielded the following conclusions: (1) Superintendents in unit districts indicated a greater need for money to finance special education programs than superintendents in dual or high school districts; (2) older superintendents had a greater concern about school facilities for handicapped populations than younger superintendents; (3) superintendents with the specialist's degree and those from more highly populated districts had a greater concern about school and community relations in regard to handicapped populations; (4) superintendents from the southern part of Illinois were the most concerned about the finance of special education programs; (5) district's enrollment size had no significant effect upon superintendents' attitudes toward special education administration; and (6) superintendents of districts with high assessed valuation had more concern about special education curriculum. Further studies should be conducted to examine such issues as the attitude of boards of education and teachers toward handicapped students. (GJ)

DOCUMENT RESUME

ED 268 714 EC 182 318

Perryman, Lynne B.

Comparison of Question-Response Feedback Interactions of Gifted Students, during the Texas Future Problem Solving Program, as an Effective Delivery System.

PUB DATE- Jan 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; *Gifted; Intermediate Grades; *Problem Solving; *Questioning Techniques; Teacher Role
IDENTIFIERS- *Texas Future Problem Solving Programs

Designed to explore differences in interactions between groups of teams entered in the Texas Future Problem Solving Program (TFPS) the study examined the question-response-feedback pattern of interaction used by four TFPS gifted sixth grade teams. TFPS teams are encouraged to formulate 20 responses to a situation in a given amount of time. Group A was led in discussion by a teacher/facilitator asking literal, inferential, and comprehension questions following brainstorming of TFPS situations. Group B Ss participated in the brainstorming but not the teacher/facilitator led questioning. Group A Ss produced more responses than Group B Ss using the peer to peer method. (CL)

DOCUMENT RESUME

ED 268 730 EC 182 334

Decade of the Disabled: Transition to Work and Life. Proceedings of the International Conference (3rd, Las Vegas, Nevada, October 9-12, 1985).

American Vocational Association, Arlington, VA. Div. of Special Needs.; Council for Exceptional Children, Reston, VA. Div. on Career Development.; National Association of Vocational Education Special Needs Personnel.

PUB DATE- Oct 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Development; Demonstration Programs; *Disabilities; Education Work Relationship; Interpersonal Competence; Program Descriptions; Rural Areas; *School Business Relationship; Secondary Education; Severe Disabilities; Special Education; *Staff Development; Teacher Education; Vocational Adjustment; Vocational Education; *Vocational Evaluation

This report includes 87 1-page abstracts of presentations delivered at a conference on transition to work and life for disabled students. Names of presenters are included along with titles and abstracts are grouped into five major areas (sample presentation topics in parentheses): (1) career/vocational assessment (school-based vocational assessment, screening and vocational assessment of learning disabled students, curriculum-based vocational assessment planning); (2) transition projects (job-site work experience at the junior high school, workstudy/on-the-job training, transition programing within an urban community, employment in high technology, implications for counseling the Black male); (3) elementary career development, rural, severely handicapping conditions and personal/social adjustment (volunteering, community-based job training for autistic youth, industrial arts education, social/leisure skills instruction for mentally retarded adults, rural community-based program for severely handicapped students, life-centered career education activities); (4) postsecondary, business/industry linkages (transition through rehabilitation technology, issues concerning the targeted job tax credit, business/industry internships); and

(5) personnel preparation (an interuniversity, competency-based vocational special needs master's program, needed policy changes in transitional services, vocational teachers' attitudes towards special needs, statewide model for leadership training of transition educators and human service personnel). (CL)

DOCUMENT RESUME

ED 268 747 EC 182 351

Mann, James W.; Peterson, Michael

Transition from High School to Post-Secondary Programs for Blind and Visually Impaired Adolescents.

PUB DATE- Nov 85
NOTE- 23p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; *Career Counseling; College Students; Community Colleges; Education Work Relationship; *Postsecondary Education; Program Development; *Services; State of the Art Reviews; *Transitional Programs; *Visual Impairments; Vocational Adjustment; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Mississippi

The paper describes background and findings of a study of postsecondary educational programs and services for visually impaired persons in Mississippi. The study focuses on three topics: (1) the status of special adaptive programs in such areas as vocational-technical education, community college, junior college education, and 4-year college education; (2) adequate social and prevocational adjustment training; and (3) the relationship between vocational rehabilitation and special education services. Results showed that Mississippi postsecondary schools typically offer only the minimum support services required by Section 504 of the Vocational Rehabilitation Act of 1973. Those services generally consisted of personal counseling, vocational and career counseling, and vocational assessment. Barriers to successful postsecondary experiences were identified, including absence of adequate counseling services for students and their parents. Recommendations include revision of curricula toward vocational preparation and independent living skills training, increased vocational counselor position, and establishment of comprehensive vocational evaluation centers. (CL)

DOCUMENT RESUME

ED 268 764 EC 182 368

Sandals, Lauran

An Overview and Plan for the Canadian Implementation of Computer Assisted Learning Courseware for Special Needs Children, Adolescents and Adults.

Manitoba Univ., Winnipeg. Dept. of Educational Psychology.

SPONS. AGENCY- Department of Communications, Ottawa (Ontario).
PUB DATE- Mar 85
NOTE- 201p.
CONTRACT- 0SU83-00115
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Disabilities; Elementary Secondary Education; Microcomputers; *Policy Formation; Program Development; Program Implementation
IDENTIFIERS- Canada

The paper reviews international research on computer assisted learning (CAL) for special populations and examines the issue in terms of the Canadian policy perspective. Data collection techniques included interviews and field observations with researchers, manufacturers, and policy makers. A generic model is proposed for special education computer applications. A review of research is followed by summary and evaluation of published and unpublished courseware. The potential courseware and related hardware developments based on the generic model are discussed. A concluding chapter proposes a national policy in terms of a federal/provincial governing board, a national dissemination and information network, and national and regional ongoing committees and task forces. A bibliography is followed by extensive appendixes which supply related information on resources, software, software and hardware companies, evaluation and information sources, and correspondence. (CL)

DOCUMENT RESUME

ED 268 780 FL 015 596

Kitao, S. Kathleen; Kitao, Kenji
Motivating Students to Learn English by Combining Slide Presentations with Reading and Listening.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; College Students; *Cultural Context; Cultural Education; *English (Second Language); Higher Education; Learning Motivation; *Listening Comprehension; *Reading Instruction; Second Language Instruction; *Slides; *Teacher Developed Materials; Visual Aids
IDENTIFIERS- Japan

It is sometimes difficult to motivate Japanese students to learn English because it is not connected with their everyday life or interests. One method found to be effective at the college level in Japan is to teach students about other cultures in English by preparing slide programs with narration, vocabulary lists, and exercises, supported by background readings with their own exercises. Possible topics for the slide presentations include famous or interesting places, aspects of daily life, ceremonies, and other visually interesting aspects of another country. Background reading should be interesting and relate to the slides, but it need only overlap, not correspond exactly to the narration. Vocabulary lists are developed from the text, possibly with the spelling-check feature of a computer program. Some useful learning activities are skimming, charting, organization, cloze, outline, dictation, correction, and pause and intonation exercises to be used with the readings and narration. A wide variety of followup activities can be used, such as student-prepared slide presentations, visits to famous places in the students' own country, or photograph albums. (MSE)

DOCUMENT RESUME

ED 268 796 FL 015 612

Parre, Marjatta; And Others

Clinical Logopedics: A Diagnostical Review of Speech and Language Disorders in a Group of High-Risk Children.

PUB DATE- 85

NOTE- 9p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Speech); Child Language; Clinical Diagnosis; *High Risk Persons; *Language Handicaps; Neurolinguistics; *Perinatal Influences; *Speech Handicaps; *Young Children

This study attempted to clarify the kind of correlations that can be found in the speech behavior of high-risk children in comparison with children without neonatal risk complications. The study concentrated on the articulatory ability of 430 five-year-old children with neonatal risk complications; it applied a cross-disciplinary diagnosis (child neurology, speech pathology, and psychology) to discover the extent to which certain risk factors influenced speech behavior, language, and psycholinguistic abilities. The results were compared with those of a control group of 115 children of corresponding ages, without any pregnancy, delivery, or neonatal risk. Analysis of the data revealed that there were two groups among the children with extremely slow neurodevelopmental maturation: children with severe articulation problems and a low linguistic performance level and children with phonological disorders and a normal linguistic level. Corresponding neurodevelopmental distinctions did not occur in the control group. This finding suggests that neonatal risk factors influence speech disabilities in the experimental group. (MSE)

DOCUMENT RESUME

ED 268 812 FL 015 648

MacLean, Edna Ahgeak
The Revitalization of the Qargi, the Traditional Community House, as an Educational Unit of the Inupiat Community.
PUB DATE- 8 Mar 86
NOTE- 8p.; Paper presented at a Meeting of the Alaska Anthropological Association Symposium on Policy and Planning for Alaskan Languages (Fairbanks, AK, March 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; *Community Centers; *Community Education; *Educational Change; *Folk Culture; Language of Instruction; Native Language Instruction; Social Change; *Sociocultural Patterns
IDENTIFIERS- Inupiaq (Language); *Inupiat (Tribe)

In many Inupiat communities the traditional meeting house, the "qargi," was the first institution to vanish as churches and schools became the dominant forces of change. At present, the Inupiat elders have no responsibility for the formal education of the young Inupiat. The educational environment of each Inupiat community can be altered to make the Inupiat comfortable in teaching their young people the Inupiat way of life by the re-establishment of community centers devoted to the teaching of traditional skills and values to youth, in Inupiaq, by their parents and elders. The western school and Inupiat "qargi" need not be competitive institutions but should complement each other. Other community groups and institutions, including universities, can take part in the projects and programs developed. The revitalization of the "qargi" and traditional Inupiat instruction can contribute to the revitalization of the language, improvement of community participation, the development of Inupiat materials and teaching skills, and the strengthening of the community's cultural base. (Author/MSE)

DOCUMENT RESUME

ED 268 827 FL 015 672

Little, David; Davis, Eugene
Facing the Challenge of New Technologies: Interactive Video and the AUTOTUTOR Project.
PUB DATE- 86
NOTE- 10p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authoring Aids (Programing); *Autoinstructional Aids; *Classroom Techniques; *Computer Assisted Instruction; Courseware; Educational Technology; Independent Study; *Interactive Video; *Material Development; Second Language Instruction; *Teacher Developed Materials; Technological Advancement; Videodisks; Videotape Recordings
IDENTIFIERS- *Autotutor

Interactive video allows the learner controlled access to data stored on videodisc or videotape and in the computer, by means of the keyboard. The technology has excellent graphic display capabilities and allows immediate access to any video frame. However, it is not yet possible to record directly onto the videodisc, there is no generally accepted standard system, and minimal materials are available for language instruction. The AUTOTUTOR system was designed specifically for language instruction, was developed from the video vailable technology, and allows simple instructional material development without need for video editing or computer programming. To use it, the teacher selects a video recording, divides it into learning segments, orders the segments, selects a method of presentation for each segment, devises the appropriate interactive routine in which to embed each segment, and decides how to move from segment to segment. The method is being pilot tested by a network of experimental users, and enhancements are being considered. (MSE)

DOCUMENT RESUME

ED 268 842 FL 015 687

Owens, Maire

Eithne: A Study of Second Language Development. CLCS Occasional Paper No. 15.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.

PUB DATE- 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Bilingualism; Case Studies; Code Switching (Language); Foreign Countries; Form Classes (Languages); Grammar; Interference (Language); Language Processing; *Language Skills; Parent Child Relationship; *Second Language Learning; *Sentence Structure; Time Factors (Learning); *Young Children
IDENTIFIERS- *Irish (Modern)

The acquisition of Irish as a second language in a four-year-old child of bilingual parents attending an Irish-language preschool group in Ireland is chronicled, with emphasis on the characteristic features of her language learning process and the factors determining which language she uses with others. The study was based on transcribed adult-child conversations with a high proportion of question-answer interactions. The distinctive features discussed in detail include the use of the Irish vocative, colors and numbers, use of prepositions and constructions in which the subject is expressed by means of a preposition, sentence complexity, transfer of discourse skills, participation in conversation, and the productive use of questions as a learning strategy. (MSE)

DOCUMENT RESUME

ED 268 857 HE 019 222

Byrd, Mark A.

Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1983-84. Report 84-3.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Mar 85

NOTE- 160p.; Appendices printed on colored paper and contain small print.

AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Higher Education; *Majors (Students); Masters Degrees; Private Colleges; Public Colleges; State Colleges; Two Year Colleges

IDENTIFIERS- *Arkansas

Data on degrees conferred in 1983-1984 by the 32 higher education institutions in Arkansas are presented, along with a narrative description of trends. The data include second-summer, fall, spring, and first-summer terms. Total degrees granted in 1983-1984 fell by 2% from the previous year. At state-supported institutions, degrees granted as a whole dropped 3.7%, while the private institutions showed a considerable increase of 8.4%. The number of baccalaureate degrees conferred by Arkansas institutions rose by 2%; the associate-degree count declined by slightly over 12%, and the number of masters and first-professional degrees continued to decline. The number of educational certificates and doctoral degrees remained relatively steady. Tables include an institutional listing of certificates and degrees conferred at the associate, bachelors, masters, and doctoral levels; degrees granted by level and discipline; degrees by level and sector; and degrees for the specific state and private institutions. The tables also provide a cross reference for the four groups of institutions (state four-year, state two-year, private four-year, and private two-year). Included are trend data on degrees for 1979-1980 through 1983-1984. (SW)

DOCUMENT RESUME

ED 268 871 HE 019 236

Brier, Ellen M.

Managing Academic Deficiency: A Microanalysis of 19th Century Image Making in American Higher Education. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Attitudes; Case Studies; College Curriculum; College Preparation; *Educational History; Educationally Disadvantaged; Educational Opportunities; Educational Quality; Higher Education; *High Risk Students; *Private Colleges; *Publicity; Public Relations; *Remedial Instruction; Reputation; School Community Relationship; School Publications; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *ASHE Annual Meeting; Cornell University NY; *Vassar College NY

The efforts of Vassar College and Cornell University in their early years (1865-1890) to manage problems presented by underprepared students are described. Based on archival materials, registers, institutional publications, and histories, attention is directed to the perceptions of administrators, faculty, students, and alumni concerning academic inadequacy. The way each institution tried to create and project its public image is considered, along with the internal discourse of each institution in relation to academic quality. In addition to reviewing perceptions of institutional image, the rhetoric and reality of academic excellence involved in institutional image building are addressed. For example, the images set forth in catalogs as well as the policies enacted by faculty and administrators are described. Also considered are institutional strategies developed to manage the institution's image by controlling academic deficiencies among students and by limiting instruction in subcollegiate areas. While Vassar reorganized its curriculum and provided needed preparatory studies, Cornell did not offer preparatory studies but dealt with academically deficient students on a case by case basis. Both colleges expanded educational opportunities to a broader base of students than had previously been served. (SW)

DOCUMENT RESUME

ED 268 884

HE 019 249

Twombly, Susan B.

Career Lines of Top-Level Two-Year College Administrators: Implications for Leadership in a New Era. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). For related document, see HE 019 250.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Rank (Professional); *Administrators; *Career Ladders; College Administration; *College Presidents; Employment Experience; Higher Education; Leadership Responsibility; Occupational Mobility; Promotion (Occupational); *School Business Officials; Seniority; *Student Personnel Workers; *Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; Chief Academic Officers

Career lines leading to top-level administrative positions in two-year colleges were identified, based on data for 193 presidents, 271 chief academic officers, 221 chief student affairs officers, and 207 chief business officers. The analysis was based on internal labor market theory, and data were obtained from a 1984 national study of two-year college administrators' careers. Using a categorization scheme for possible position titles, curriculum vitae of respondents in each administrative position were analyzed to determine the types of positions that were held prior to the current positions. Except for presidents, the administrators came from various types of positions. Two-year college presidents largely came from top executive positions or chief academic officer positions. Positions that appeared frequently in the careers of chief student affairs officers were directors of counseling and financial aid, associate/assistant chief student affairs, and counselors. Chief business officers came most often from outside sources (business and industry and school administration). Comparisons to previous research are made. Also considered are implications of career lines for individuals and two-year colleges as well as for theory and research on careers in higher education. (SW)

DOCUMENT RESUME

ED 268 898 HE 019 263

Nash, Nancy S.

Private College Faculty as Managers: An Epmirical Test under "Yeshiva." ASHE 1986 Annual Meeting Paper.

PUB DATE- Dec 85

NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Administrators; *College Faculty; College Presidents; Comparative Analysis; *Court Litigation; Deans; Decision Making; Department Heads; Faculty College Relationship; Higher Education; Institutional Characteristics; Liberal Arts; *Policy Formation; Power Structure; *Private Colleges; Questionnaires; Teacher Participation; Trustees

IDENTIFIERS- *ASHE Annual Meeting; *National Labor Relations Board v Yeshiva Univ; Supreme Court

The validity of the U.S. Supreme Court's assertion that faculty members performed certain tasks that made them managers in the case of "National Labor Relations Board v. Yeshiva University" was examined. The following concerns were addressed: whether faculty authority varies between Liberal Arts I and Liberal Arts II colleges, as defined by the Carnegie classification; and whether the perception of faculty authority varies depending on the position the observer holds. The survey instrument, which is appended, was based on the 1969-1970 study conducted by a Committee of the American Association of University Professors. Of 955 questionnaires mailed to staff at 75 Liberal Arts I and 75 Liberal Arts II colleges, 478 usable responses were received from board chairpersons, presidents, chief academic officers, deans, and department chairpersons. The findings confirm the validity of the court decision. The legal standard for determining whether staff members are managers is that they make or effectively recommend policy in certain areas. Faculty members were found to made decisions. Also found were formal mechanisms to elicit faculty opinion and a requirement that administration and faculty concur on decisions. Perceptions of faculty authority varied among the two types of colleges and among the different staff surveyed. (SW)

DOCUMENT RESUME

ED 268 912 HE 019 279

DeMeester, Lynn A.

The Management of Discretion: Implementing and Monitoring a Discretionary Grant Program.

PUB DATE- 86

NOTE- 93p.; Two chapters from a Doctoral Dissertation, George Mason University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; *Educational Innovation; Educational Policy; Federal Aid; Federal Legislation; *Federal Programs; *Government School Relationship; Grants; Political Influences; *Postsecondary Education; Program Administration; Program Effectiveness; Program Evaluation; *Program Implementation; Program Proposals; *Public Policy; Technical Assistance

IDENTIFIERS- *Fund for Improvement of Postsecondary Education

The implementation of a legislative mandate to promote innovation in postsecondary education through the Fund for the Improvement of Postsecondary Education (FIPSE) is analyzed. Attention is directed to how this highly discretionary program successfully translated policy goals into grants practices. The values of two implementation strategies (applying standardized procedures or encouraging adaptation) are compared. A historical analysis of policy development by the FIPSE considers adaptive implementation based on information from program archives, original documents, reports, and interviews with staff. In considering monitoring, the concern is whether innovation was encouraged by insisting upon compliance or by offering assistance. Information on 66 of FIPSE's grants is reported based on data from surveys, workshops, project files, and interviews. During implementation, bureaucratic pressures emphasized efficiency, accountability, and standardization. Supportive conditions at FIPSE's inception enabled staff to pursue an adaptive approach. Then, by emphasizing assistance rather than compliance monitoring, innovation was encouraged. Administrators are advised to tailor their procedures to the main purposes of programs rather than routinely adopting technical and standardized procedures. (Author/SW)

DOCUMENT RESUME

ED 268 926 HE 019 294

Reitenour, Steve
A Comparison Study of Five Music Appreciation Textbooks. Curriculum and Program Planning.
PUB DATE- 17 Jul 84
NOTE- 28p.; Ed.D. Practicum. Nova University
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Programs; Higher Education; *Instructional Materials; *Media Selection; *Music Appreciation; *Music Education; Rating Scales; *Textbook Evaluation
IDENTIFIERS- *Liberty Baptist College VA

Five music appreciation textbooks were compared for selection purposes at Liberty Baptist College. The five textbooks were evaluated by the current instructor of music appreciation classes using the "Textbook Evaluation Form" and the "Textbook Evaluation Worksheet," developed by Crumbly and Copeland. The grade-level of the textbooks was determined using "Fry's Readability Program." Selection of the most appropriate textbook was based on the highest average score from the textbook evaluation form. Eight criteria were used to determine the total score: seven from the worksheet and the readability score. "The Enjoyment of Music," by Joseph Machlis, received the highest total score, which resulted in the highest average score as well. It is recommended that this type of textbook evaluation be used when revisions of current textbooks are published and/or when review of the appropriateness of a textbook is needed. Samples of the textbook evaluation form and textbook evaluation worksheet are provided, along with completed forms with ratings of the textbooks. (SW)

DOCUMENT RESUME

ED 268 940 HE 019 308

Sullivan, Eugene, Ed.

Guide to External Degree Programs in the United States. Second Edition. American Council on Education/Macmillan Series in Higher Education.

American Council on Education, Washington, D.C.

REPORT NO.- ISBN-0-02-932350-9

PUB DATE- 83

NOTE- 124p.

AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($16.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Accreditation (Institutions); Achievement Tests; *Admission Criteria; *College Programs; *Degree Requirements; Enrollment Trends; *External Degree Programs; Grading; Higher Education; In State Students; *Institutional Characteristics; Majors (Students); Nontraditional Education; Out of State Students; Prerequisites; Prior Learning; Program Descriptions; School Surveys; Tuition

IDENTIFIERS- *United States

Information is provided on external degree programs offered by U.S. colleges and universities. These academic programs are offered by an accredited institution that stipulates that less than 25% of the degree requirements be campus-based and that provides instruction for off-campus learning. Institutions offering external degree programs are listed alphabetically by state. For each institution, a mailing address that was current fall 1982 is provided, along with 15 items describing the program: the degree title and areas of study available; institutional accreditation; the kind or amount of previous education required for admission to the program; academic practices regarding prior learning and standardized achievement tests; the number of semester or quarter hours required to receive a degree; the minimum on-campus time required for study in order to complete the program; the kinds of instruction for off-campus learning available; information materials available; the grading system; the enrollment as of 1982; the number of external degrees conferred by the program through 1981; the year the program began; and the institution's policy regarding the acceptance of out-of-state students in the program and the tuition differential for these students. Institution and field of study indexes are included. (SW)

DOCUMENT RESUME

ED 268 954 IR 012 009

Rubin, Philip A.
The Technological Revolution in the Home.
PUB DATE- Jun 84
NOTE- 34p.; Paper presented at the Conference on Computers in the Home--New Opportunities and Challenges for Education sponsored by the National Institute of Education. (Washington, DC, June 7-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Reception Equipment; Broadcast Television; Communications Satellites; *Futures (of Society); *Information Networks; *Information Science; *Lifelong Learning; *Microcomputers; Position Papers; Radio; *Technological Advancement; Telephone Communications Systems; Television; Videotex

This exploration of possible information and communications developments in the future focuses on the picture of the family or individual depending on access to information as a key to their status in society. The scenario involves the home as the center for conducting business, banking, shopping, and receiving lifelong education, and this paper explores the questions of whether this is an accurate picture, how it is to be accomplished, and what sort of timetable it will entail. Distribution, storage, and control technologies are discussed, including broadcast transmissions; Multipoint Distribution Services (MDS) and Instructional Television Fixed Services (ITFS); direct broadcast satellites; cable television; fiber optics; radio and television subcarriers; teletext and videotex; home computers; videodiscs; video cassettes; high definition television; and "smart cards," i.e., small computer chips imbedded between the plastic layers of bank and credit cards. A brief look at implications of the information and communications revolution for society concludes the paper. (THC)

DOCUMENT RESUME

ED 268 968 IR 012 029

Wold, Jean E.

Dysfunctional Anxiety of Clinical Nursing Students: A Guided Design Project.

PUB DATE- 20 Oct 84

NOTE- 29p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (Atlanta, GA, October 20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Course Descriptions; *Course Organization; *Decision Making Skills; Higher Education; Instructional Materials; *Nursing Education; *Teaching Methods; Units of Study

IDENTIFIERS- *Guided Design

The 12-hour unit outlined in this document is designed to introduce nursing students in their third semester of an upper division baccalaureate five-semester nursing program to the guided design decision-making process. The unit provides an introduction to interdisciplinary group decision-making language, builds upon the theoretical base of the nursing process, and offers experience with groups, which is essential to functioning in today's health care system. The two selected projects represent nursing situations familiar to the students and are designed to focus on the processes instead of the content. The projects are integrated with group dynamics materials in order to reduce the number of small groups to the ideal for instructor management of the guided design instruction/feedback technique. Small group observation and guided design small group participation are alternated to allow observational and experiential exposure to the guided design decision-making process for each student. It can also be used effectively in large classes. Developed over a 2-year period, this unit has been used with four classes of 40 students each with positive student response. (Author/THC)

DOCUMENT RESUME

ED 268 982 IR 012 046

McCombs, Barbara L.; And Others
Evaluation of the CMI Instructor Role Training Program in the Navy and Air Force. Final Report.
McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- NPRDC-SR-83-43
PUB DATE- Jun 83
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Armed Forces; *Computer Managed Instruction; *Evaluation Methods; *Inservice Teacher Education; Questionnaires; Research Methodology; Student Attitudes; Tables (Data); Teacher Attitudes; Teacher Behavior; *Teacher Role; Teaching Methods; Technical Education
IDENTIFIERS- Air Force; Navy

A computer managed instruction (CMI) instructor role definition and training package was designed to help CMI teachers acquire the skills necessary to perform seven theoretically-based instructor roles: planner, implementer/monitor, evaluator/provider, diagnostician, remediator, counselor/advisor, and tutor/modeler. Data for the evaluation of the training package were collected from experimental (N=10) and control groups (N=10) consisting of CMI instructors at Naval and Air Force technical training centers. Navy and Air Force instructors in the experimental groups first participated in a 20-hour training program which comprised the 12-module CMI instructor role training package and six group discussions. Air Force instructors in the experimental group also received a 10-hour student motivational skill training package. Following the training sessions, instructors in the experimental groups returned to their CMI learning centers and data were collected on a number of measures during a 3- to 5-month evaluation period. Both quantitative and qualitative findings indicated that the training package met the goal of providing relevant and needed training in Navy and Air Force settings. Instructor training in theoretically-based CMI roles also contributed to more positive student attitudes toward CMI and their CMI instructors, and to generally lower student elimination rates. It is recommended that Navy CMI schools continue to use the training materials as part of their inservice instructor training. A list of references is provided as well as four appendices, which include a description of the CMI instructor role training package, copies of the CMI instructor survey and student attitude questionnaires, and additional group discussion topics for the training package. (JB)

DOCUMENT RESUME

ED 268 995 IR 012 084

Stasz, Cathleen; Winkler, John D.

District and School Incentives for Teachers' Instructional Uses of Microcomputers.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- Rand-P-7086

PUB DATE- Apr 85

NOTE- 17p.; Paper presented at Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For related reports, see IR 012 085, ED 264 839, and ED 265 838.

AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); Awards; Change Strategies; Elementary Secondary Education; *Incentives; Instructional Innovation; Interviews; *Microcomputers; *Motivation Techniques; Multiple Regression Analysis; *Positive Reinforcement; Questionnaires; Research Methodology; Use Studies

Research was conducted to determine: (1) what school districts and schools do to encourage teachers to gain proficiency and use microcomputers in their teaching; (2) how teachers' microcomputer-based teaching practices respond to the actions of districts and schools; and (3) which district and school activities have the greatest incentive value for each of these outcomes. Data were analyzed from an earlier study which described how teachers believed to be "successful" microcomputer users used computers for instruction of mathematics or science at the elementary or secondary level. The final sample consisted of 65 teachers in 49 schools and 25 districts; two-thirds of the teachers taught sixth grade or lower and 52% were female. Results indicate that adequate technical support is the most important determinant of increased integration of microcomputers into regular instruction; in addition, more varied microcomputer use was found when the teacher had a voice in selecting courseware for acquisition by the district. Preliminary findings also suggest that policies and incentives other than technical support play an influential role in stimulating teacher participation, e.g., "intrinsic" incentives, (a computer set aside for teacher experimentation), and "extrinsic" incentives (the possibility of a promotion and a pay raise). Finally, few significant relationships were found between teacher and student variables with support and incentives, on the one hand, and with teaching practices, on the other. A list of references is provided. (JB)

DOCUMENT RESUME

ED 269 009 IR 012 102

Thompson, Anthony Hugh
Storage, Handling and Preservation of Audiovisual Materials. AV in Action 3.
Nederlands Bibliotheek en Lektuur Centrum, The Hague (Netherlands).
REPORT NO.- ISBN-90-6252-252-1; NBLC-30082/17472
PUB DATE- 83
NOTE- 31p.; Edited by the International Federation of Library Associations (IFLA) Round Table on Audiovisual Media. For additional reports in this series, see IR 012 100-104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Audio Equipment; *Audiovisual Aids; Humidity; Library Collections; Library Equipment; *Library Materials; *Nonprint Media; *Preservation; *Storage; Video Equipment
IDENTIFIERS- *Shelving Practices

Designed to provide the librarian with suggestions and guidelines for storing and preserving audiovisual materials, this pamphlet is divided into four major chapters: (1) Normal Use Storage Conditions; (2) Natural Lifetime, Working Lifetime and Long-Term Storage; (3) Handling; and (4) Shelving of Normal Use Materials. Topics addressed include: temperature and humidity; dangers of sunlight and heat, magnetic fields, and dust; cleaning and maintenance of audiovisual equipment; natural lifetimes of photographic films, recording tapes, and plastics; need for care in handling audiodiscs, photographic film materials, and magnetic recording tapes; and methods of shelving visuals (overhead transparencies, slides, filmstrips, filmloops, and cine films), audio and video discs, audio and video recording tapes (open reel and cassette), and multimedia packs of programs with two or more components. A brief concluding statement and three references are provided. (JB)

ED 268 615

CS 505 276

Woal, Michael

Listening to Monotony: All-News Radio.

PUB DATE- 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Graduate Students; Higher Education; *Media Research; *News Media; *News Reporting; Programing (Broadcast); *Radio

IDENTIFIERS- *All News Radio; *Audience Response

A study analyzed statistically the monotony of all-news radio listening and identified stylistic figures that elicit attention in listeners. Subjects were 30 graduate students whose experience with radio news ranged from occasional listening over several months to regular listening five or seven days per week for several years. Respondents were randomly assigned to one of four groups, each of which listened to one of two 30-minute spans of an all news station in an informal "coffee-and-doughnuts" setting. After listening, each participant was isolated in a cubicle with two tape recorders, one of which ran continuously. As the other replayed the broadcast, the subject identified content items and stylistic figures that had elicited attention in the initial listening and rated these elements on a nine-point scale. The similarity of patterns of attention to the two newswheel spans indicated the monotony of all-news listening. While statistical comparison of how relatively few auditors listened to two segments of programming can only be suggestive, it bolsters the impressions of casual monitoring, the findings of content analysis, and the extratextual evidence of all-news programmers' descriptions of the newswheel format. The statistical findings were particularly interesting because they objectively reflect listeners' experience of radio news as familiar and predictable--that is, monotonous. Change in newsroom voice and intonation variables also influenced listeners' attention. (HTH)

ED 268 629 EA 018 342

Chand, Krishan
Educational Improvement in the United States.
PUB DATE- Sep 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; Administrator Selection; Educational Improvement; Elementary Secondary Education; Job Satisfaction; Occupational Mobility; *Superintendents

Recent national reports on the status of education in the United States fail to analyze the relationship between the quality and qualifications of school superintendents and the quality of education. Superintendents appear to be hired all too often on the basis of who they know rather than of how qualified they are. Only 30 percent of the superintendents have obtained doctorates, and only 51.5 percent are certificated for their positions. Turnover among superintendents is high, affecting the quality of long-term educational development. To lessen turnover rates, an effort should be made to improve the working conditions that affect superintendents' levels of job satisfaction. (PGD)

ED 268 643

EA 018 362

Assisting State Education Agencies to Improve the Quality of Education. RBS Regional Exchange Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 104p.
CONTRACT- 400-83-0006
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; Educational Assessment; *Educational Improvement; Educational Planning; Elementary Secondary Education; Information Dissemination; *Information Services; Program Implementation; *Research and Development; School Effectiveness; State Programs; *Statewide Planning; *Technical Assistance
IDENTIFIERS- Delaware; Maryland; New Jersey; Pennsylvania; *Research for Better Schools Incorporated

This document comprises the final report of the Regional Exchange project, through which Research for Better Schools (RBS) has provided research-based information, technical assistance, and training services to the states of Delaware, Maryland, New Jersey, and Pennsylvania, to assist state educational leaders in developing and implementing policies and programs aimed at improving local education agencies and their staffs. The first part of the report provides a brief review of RBS's history of working with state educational leaders, highlighting its goals and some of the ways it has conducted its activities. The second part describes eight case studies selected to reflect educational improvement priorities to which RBS has contributed over the past three years. These descriptions illustrate how state educational improvement priorities came into being; how a laboratory can contribute to the design, development, implementation, and institutionalization of programs that address those priorities; and what the outcomes of such collaboration can be for state and local educational agencies. The third part summarizes some of the understandings that RBS has developed about states, about RBS itself, and about the conditions that allow laboratories to contribute constructively to state educational improvement priorities. The last part presents several recommendations based on these understandings. Two appendixes are included: (1) a five-part summary of the information provided in the 1983 and 1984 annual reports and the 1985 quarterly reports; and (2) a summary of the RBS pilot project to help local education agencies assess current practice in light of educational research and development. (TE)

ED 268 715

EC 182 319

Gifted and Talented Program. Final Evaluation Report, 1984-1985. E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; *Gifted; Program Descriptions; *Program Effectiveness; *Program Evaluation

IDENTIFIERS- *District of Columbia

The report presents evaluation findings of the Gifted and Talented (G and T) Education program in the District of Columbia Public Schools. An introductory section provides background information and a project description. The evaluation follows the Planning, Monitoring, and Implementing Evaluation Model for Decision Making. An interim report, which described agreements or discrepancies between intended and observed inputs and processes, is updated in this report and agreements or discrepancies between intended and observed outcomes for each objective are specified. Objectives include providing an enriched curriculum for identified students, demonstrating student above-average academic and creativity performance, and showing positive student, teacher, and parent attitudes toward the project. Appended material makes up more than half the report and includes a list of participating schools, agendas for the divisional Olympics of the Mind competition, and student, parent, and teacher questionnaires and response concerning the G and T program. (CL)

ED 268 657

EA 018 382

Clark, Catherine P.

Preventive Law Institute on Career Ladders and Merit Pay. The Proceedings. (Austin, Texas, August 7, 1985).

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 7 Aug 85
NOTE- 72p.
CONTRACT- 400-83-0007
AVAILABLE FROM- Publication Sales, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701 ($5.00 plus $.75 shipping and handling per copy; orders totalling less than $25.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- *Career Ladders; Court Litigation; Educational Quality; Elementary Secondary Education; *Legal Problems; Legal Responsibility; *Merit Pay; Prevention; School Districts; School Law; State Legislation; State Programs; Teacher Evaluation

This document reports the proceedings of a 1985 conference on preventing the legal problems that could grow out of the implementation of career ladder and merit pay programs for teachers. The contents of the report include a welcome by Preston C. Kronkosky; an overview by Virginia Koehler of the goals, characteristics, and demands of career ladder and merit pay plans; reviews by state legislators or legislative staffers of the state legislation regarding such plans in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas; and a brief discussion of some of the points covered in the legislative review. The report then presents addresses on "The Teachers' Perspective on Career Ladders and Merit Pay," by Karen Lee Johnson; "The Administrators' View on Career Ladders and Merit Pay," by Joe E. Hairston; "Preventive Law: Its Application to Career Ladder Policies," by William C. Bednar, Jr.; and "Local Education Agency (LEA) Perspectives," by Kelly Frels. Questions and responses raised in discussion among these speakers are presented next. "National Perspective: Liability and Risk for LEAs," an address by G. Ross Smith, completes the report. Among the topics addressed at the conference are planning, the attitudes of those affected, needs for local level commitment, possible conflicts, teacher evaluation, the nature and potential of a preventive law approach, client-lawyer relationships, and legal liability. Appendixes present the conference agenda, biographical data on the presenters, and addresses of conference participants. (PGD)

ED 268 670 EA 018 413

Goldblatt, Steven M.; Wood, R. Craig

Construction Management for Educational Facilities: Professional Services' Procurement and Competitive Bid Statutes.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 18p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Architects; Bids; *Construction Management; Contracts; *Educational Facilities; *Educational Facilities Improvement; Elementary Secondary Education; Engineers; Professional Services; *School Construction; *School Law; *State Legislation; Supervision

Construction management is utilized when a school district engages a firm to coordinate a total project. The construction management seeks to save an owner time and cost primarily through better contractor coordination and project management. These services may include the planning and design phases of the project as well as the actual construction of the facility. State laws regarding construction management are placed in categories according to whether construction management is authorized, apparently authorized, not authorized, or not addressed. An examination of the status of construction management for public school districts throughout the country reveals a mixed picture. The construction of educational facilities is clearly within the purview of the state legislatures. Generally, this state responsibility is delegated to the local school districts. While the responsibility is delegated, so too is the observance of public bid statutes. Within the past few years, many states have moved toward more flexible approaches to how school districts may construct educational facilities. Public policy-makers are beginning to realize that the public may well be protected through a construction management project delivery system. (MLF)

ED 268 684

EA 018 428

Beckham, Joseph C.

Legal Challenges to Compulsory Attendance Laws.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 15p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; *Government School Relationship; Home Schooling; Parent Rights; *Private Schools; *School Attendance Legislation; *School Law

Legal challenges to state compulsory attendance laws have emphasized four interrelated constitutional claims. Under provisions of the free exercise clause of the First Amendment, parents have challenged the state's authority to require public school attendance in lieu of home instruction and private, religious organizations have refused to comply with state regulation of nonpublic schools. Alternatively, parents and religious organizations have asserted violations of the establishment clause of the First Amendment in attacking state regulation of private, religious school operations. In those cases in which state compulsory attendance requirements impose criminal penalties for nonconformance, challenges based upon a denial of due process have been addressed. Finally, parents have asserted a right to direct the education of the child under various constitutional theories implicating privacy, equal protection, and due process guarantees. An examination of court decisions in these areas reveals that state compulsory attendance laws are vulnerable where delegations of legislative power exceed the authority of administrative agencies, where ambiguities in statutory language permit unbridled discretion in enforcement policy, and where implementation of policies denies fundamental rights secured by state and federal constitutions. For these reasons, a conscientious review and revision of state compulsory attendance laws may be warranted in many jurisdictions. (MLF)

ED 268 698 EC 182 301

Butler, Marsha L.
Project ASPIRE: Assisting Special Populations in Readiness for Employment. A California Work Ability Project.
PUB DATE- Mar 85
NOTE- 45p.; Paper presented at the National Conference on Secondary Transitional and Postsecondary Education for Exceptional Youth (Boston, MA, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Demonstration Programs; *Disabilities; *Education Work Relationship; Program Development; Secondary Education; Transitional Programs; *Vocational Education
IDENTIFIERS- *Private Sector

ASPIRE--"Assisting Special Populations in Readiness for Employment"--is a secondary special education transition program featuring coordinated services between the public and private sectors to integrate secondary level disabled students into subsidized private sector employment. ASPIRE was introduced into the Lake Tahoe Unified School District as a model program in the 1982-83 school year and is beginning its fourth year of operation. In these three years it has systematically and successfully delivered vocational education training and work experience to disabled high school youth 16 years of age and older. It has continued to increase collaboration among the Department of Rehabilitation, the Lake Tahoe Unified School District, the Employment Development Department and the Golden Sierra Job Training Agency and additional community agencies, along with increased participation among local employers, parents, teaching staff and the media. The paper describes the project in terms of community outreach, services management, interagency involvement, education staff involvement, intake and screening, parent involvement, diagnostic assessment, classroom and nonclassroom activities, curriculum, employment services, job development, employer involvement, student placements and student support. (Author/CL)

ED 268 748 EC 182 352

Cooney, D.; And Others
Integrating Physically Disabled Students into Physical Education.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- Nov 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adapted Physical Education; Classroom Environment; *Classroom Techniques; Diseases; Elementary Secondary Education; *Mainstreaming; Physical Activities; *Physical Disabilities; *Physical Education; Special Health Problems; Teaching Methods

The manual provides guidelines and suggestions for integrating physically disabled students into physical education classes. An introductory section reviews the process of and rationale for integration. A section on students with special needs emphasizes that although physically disabled students may differ in some ways, they have the same needs and learn the same way as non-disabled students. Attempts to structure the least restrictive environment for disabled students in physical education classes involve the teacher's attitude, the student's potential for movement and activity, and the learning environment. Separate sections address planning (pre-assessment, assessment, and appropriate individual goals) and implementation (structuring the environment and adapting activities). Specific suggestions for adapting aquatics, dance, fitness, games, gymnastics, outdoor pursuits, and track and field are followed by descriptions of five common disabilities: obesity, physical awkwardness, asthma, epilepsy, and diabetes. (CL)

ED 268 765 EC 182 369

Corley, Joel G.; And Others
Computer Operated Management of Behavioral Objectives (C.O.M.B.O.) A Developmentally Sequenced Catalogue for Exceptional Student Education.
Santa Rosa County School Board, FL. Exceptional Student Education.
PUB DATE- Aug 85
NOTE- 694p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Basic Skills; *Computer Oriented Programs; *Disabilities; Elementary Secondary Education; *Gifted; Graduation Requirements; Individualized Education Programs; Minimum Competencies; *Objectives; Occupational Therapy; Physical Therapy

The catalogue presents a developmentally sequenced catalogue of objectives for exceptional students. Entries are coded according to major curriculum area (math, language arts, science, social studies, and other skills), grade or level, and Florida minimum student performance standards. The Computer Operated Management of Behavioral Objectives (COMBO) catalogue is designed to help manage individualized education programs, minimum student performance standards, and graduation requirements. Objectives are grouped according to the following areas: basic education, educable mentally handicapped, trainable mentally handicapped, speech/language, hearing impaired, visually impaired, emotionally handicapped, specific learning disabilities, gifted, secondary education, profoundly handicapped, physical/occupational therapy, and other instructional areas. (CL)

ED 268 781 FL 015 597

Rutherford, William
Grammatical Theory and L2 Acquisition: A Brief Overview.
PUB DATE- 29 Dec 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Seattle, WA, December 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Grammar; *Interlanguage; Language Research; *Language Universals; *Learning Processes; *Linguistic Theory; Literature Reviews; *Second Language Learning
IDENTIFIERS- *Markedness

Theories and research on second language acquisition and grammatical theory are reviewed and discussed, especially those concerning the recent interest in understanding the nature of the language-learning faculty. The review includes work in the areas of universal grammar, interlanguage, parameterization of universal grammar, second language learnability, markedness, learning differences between children and adults, other differential learner characteristics and language-processing capabilities, and typological control, and their interrelationships. Problems in research into grammatical theory are also briefly discussed. Four pages of references conclude the document. (MSE)

ED 268 797 FL 015 613

Reinvang, Ivar
Aphasia Syndromes and Their Recovery.
PUB DATE- 85
NOTE- 15p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; *Classification; *Clinical Diagnosis; Comparative Analysis; Individual Characteristics; *Labeling (of Persons); Medicine; Neurolinguistics; Psychological Characteristics; Psychometrics; Rehabilitation; Research Methodology; *Speech Handicaps; Speech Therapy

The use of a traditional syndrome-classification system for aphasics is examined critically from the different perspectives of medicine and psychometrics. Medicine views syndromes as dichotomous (present or not present) and necessarily indicative of an underlying pathognomic state or process, and psychometrics sees performances as varying along a continuum. The issues of the pragmatic value of syndromes, or their correctness versus their fruitfulness, and the procedures for identifying syndromes are discussed in the context of recent research. The use of distinctive recovery patterns as a means of classifying aphasics and determining the appropriate therapeutic approach for each is proposed and illustrated with a model. (MSE)

ED 268 813

FL 015 649

Williamson-Ige, Dorothy K.

Black Students' Responses to Oral Instructions Presented in Black English Versus Standard English.

PUB DATE- 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Dialects; *Black Students; *Black Teachers; *Classroom Communication; Comparative Analysis; Language Attitudes; *Listening Comprehension; Standard Spoken Usage; *Student Attitudes; Teacher Behavior; Teacher Student Relationship

A study investigated whether students comprehend more from a Black teacher using Black English and whether Black students view a Black teacher using Black dialect as being more credible than one without Black speech characteristics. The research consisted of a pilot study with White students to test the appropriateness of the instruments and methodology developed, and a full-scale study with 72 Black high school speech students who were divided into three groups. Two 12-minute audiotapes providing instructional material in both standard English and Black dialect, spoken by the same individual, were presented to two of the student groups as a normal classroom exercise, with the third group maintained as a control group. Following the tapes, the two experimental groups were asked to complete an information test and semantic differential scales concerning the expertise, dynamism, and friendliness of the speaker; the third group completed only the information test. Analysis of the results suggested that there was a difference in comprehension between the two treatments, but that it was statistically insignificant. It also suggested that there was a perceived difference in credibility, with the Black students rating the Black speech as more credible, but that this difference also was statistically insignificant. (MSE)

ED 268 828 FL 015 673

O Meadhra, Bebhinn

Panel Discussion of Questions Submitted by Participants in the Convention On New Approaches in the Language Classroom: Coping with Change .

PUB DATE- 86

NOTE- 8p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Aids; *Classroom Techniques; Cloze Procedure; Foreign Countries; *Inservice Teacher Education; Instructional Improvement; *Language Tests; *Literature Appreciation; *Multilevel Classes (Second Language Instruction); Second Language Instruction; Standardized Tests; Test Reliability; Test Validity

IDENTIFIERS- Ireland

A panel of classroom teachers and a Department of Education inspector respond to questions from participants in a conference on methodological advances in modern language teaching held in Ireland. The questions and answers address the following topics: (1) the usefulness and selection of cloze tests; (2) maintenance of high written language standards while achieving the objectives of the communicative approach; (3) integration of literature into coursework; (4) combatting passivity promoted by video- and tape-recorded materials; (5) coping with mixed-ability students in an upper-level class; (6) plans for inservice education in the use of new methods and materials; (7) developing new skills and transferring old skills to new teaching methods; and (8) the capacity of new methods to satisfy the educational needs of less able students. (MSE)

ED 268 843 FL 015 688

Catran, Jack
How to Speak English without a Foreign Accent. Oriental Edition.
REPORT NO.- ISBN-0-936162-31-7
PUB DATE- Jan 86
NOTE- 58p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; Immigrants; *Phonology; *Pronunciation Instruction; Second Language Learning; Teaching Methods; Vowels
IDENTIFIERS- *Accents; *Asians

This transcript and guide of a two-cassette course is designed to assist immigrants from the Asian-Pacific areas of China, Japan, Taiwan, Korea, and Vietnam eliminate their foreign accents. The course is appropriate for both individual and group study. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The author's own system of pronunciation symbols is used. (MSE)

ED 268 858 HE 019 223

Branscum, Joanne

Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1982-83. Report 83-3.

Arkansas State Dept. of Higher Education, Little Rock.
PUB DATE- Mar 84
NOTE- 168p.; Appendices printed on colored paper and contain small print.
AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; Higher Education; *Majors (Students); Masters Degrees; Private Colleges; Public Colleges; State Colleges; Two Year Colleges
IDENTIFIERS- *Arkansas

Data on degrees conferred in 1982-1983 by the 31 higher education institutions in Arkansas are presented, along with a narrative description of trends. The data include second-summer, fall, spring, and first-summer terms. Degree production for 1982-1983 was 3.1% higher than 1981-1982. Most of the increase resulted from increases in associate degree production at state institutions. Forty-two percent of the certificate and associate degrees granted by Arkansas institutions were liberal/general studies degrees. Two fields of study dominate the baccalaureate area: the education and business fields each accounted for 24% of the baccalaureate degrees conferred by the 19 four-year Arkansas colleges and universities. Education was the dominant field at the masters degree level. Tables include an institutional listing of certificates and degrees conferred at the associate, bachelors, masters, and doctoral levels; degrees granted by level and discipline; degrees by level and sector; and degrees for the specific state and private institutions. The tables also provide a cross reference for the four groups of institutions (state four-year, state two-year, private four-year, and private two-year). Included are trend data on degrees for 1978-1979 through 1982-1983. (SW)

ED 268 927 HE 019 295

Taylor, Bryan J. R.

The Calculation and Presentation of Management Information from Comparative Budget Analysis.

Association for Institutional Research.

PUB DATE- 86

NOTE- 11p.; Tables and graphs contain small print.

AVAILABLE FROM- Association for Institutional Research, 314 Stone Bldg., Florida State University, Tallahassee, FL 32306.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Budgeting; *College Administration; Computer Oriented Programs; Departments; Educational Finance; Equipment; *Expenditures; Foreign Countries; Higher Education; *Management Information Systems; Money Management; Operating Expenses; Regression (Statistics); Resource Allocation; Salaries; *Statistical Analysis; *Unit Costs

IDENTIFIERS- *Great Britain

A comparative budget analysis approach employed by British universities is discussed. The British funding system analyzes in detail unit costs and marginal costs and undertakes comparative assessments of expenditure patterns and priorities for a group of 95 institutions with similar objectives, in which each has autonomy in resource allocation. Categories of expenditures are listed, and equipment expenditures are used as an example. For 16 institutions, 1981-1982 equipment expenditures for business management departments are identified for full-time equivalent students (undergraduates, teaching postgraduates, and research postgraduates). Included are the formulas and calculations used for departmental equipment expenditures, as well as a discussion of the statistical measures employed. Consideration is given to: differential costs associated with different levels of study and different disciplines, partial regression analysis, empirical weighting for different categories of students, use of an iterative computer program to test the suitability of partial regression for every expenditure heading, and evaluating the expenditure patterns of all universities with the computer. An example of comparative expenditures for 1982-1983 salaries and wages in British university libraries is included. (SW)

ED 268 731 EC 182 335

Coolsen, Peter; And Others
When School's Out and Nobody's Home.
National Committee for Prevention of Child Abuse, Chicago, Ill.
REPORT NO.- ISBN-0-937906-45-X
PUB DATE- 85
NOTE- 61p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan Ave., Suite 950, Chicago, IL 60604-4357 ($4.00; discount for 6 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development; *Child Neglect; Elementary Secondary Education; *Employed Parents; *Latchkey Children; Psychological Characteristics

The booklet is based on information from a 1984 conference on school-age latchkey children (those who take care of themselves during the out-of-school hours). An introduction notes controversies in terminology and focuses the discussion on what self-care means to the experiences of childhood. The first two chapters discuss the impact that having parents in the workforce has on children, summarize the number of children in self-care, and discuss risks and benefits. The next two chapters look at help available to parents considering self-care. Formal, adult-supervised programs are described along with other types of help. The final chapter discusses what citizens and community leaders can do at local, state, and national levels. (CL)

ED 268 872 HE 019 237

Tompkins, Loren D.; Mehring, Teresa

Those Standardized Competency Examinations: What Do They Really Tell Us about Our Student Bodies? ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Ability; *Achievement Tests; *Competence; Educational Testing; Higher Education; Language Tests; Mathematics Tests; *Outcomes of Education; Reading Tests; Student Characteristics; *Student Evaluation; Testing; *Undergraduate Students

IDENTIFIERS- *ASHE Annual Meeting; Kansas; *Nelson Denny Reading Tests; Preprofessional Skills Tests

Scholastic and personal characteristics of students undertaking exit competency examinations are investigated. Research questions concerned: what the tests measure, whether the tests provide unique information or are duplicating other easily obtained measures, whether it is possible to increase the probability of student success by controlling early higher educational experiences, and whether a workable definition of competency can be inferred. Analysis was undertaken for 1,195 Kansas public university undergraduates who took the Pre-Professional Skills Tests in Math and English and the Nelson-Denny Reading Achievement Test. Information from transcripts was obtained on American College Testing Program scores, general education enrollment patterns, student classification, grade point average, and major. Based on multiple regression analysis, it was found that competency as defined by tests is a pure function of scholastic ability only at the extremes of the distribution, with personal factors manifesting increased importance in the definition of competency for the majority of the students involved. Included are suggested actions that can be taken by faculty, student service providers, and administrators in dealing with public demands for quality assurance. (SW)

ED 268 885 HE 019 250

Twombly, Susan B.

Boundaries of the Top-Level Two-Year College Administrative Labor Market: Implications for Leadership and Cooperation. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). For related document, see HE 019 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Rank (Professional); *Administrators; Business; Career Ladders; College Administration; *College Presidents; Employment Experience; Higher Education; Industry; Leadership Responsibility; National Surveys; *Occupational Mobility; Promotion (Occupational); *School Business Officials; Seniority; *Student Personnel Workers; *Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting

Occupational mobility for top-level, two-year college administrators was determined, with attention to movement between different types of postsecondary institutions as well as hiring from outside academia. The focuses on college presidents, chief academic officers, chief student affairs officers, and chief business officers. Findings are interpreted within the context of internal labor market theory, which offers a framework for explaining administrator mobility. Data were obtained from a 1984 national study of two-year college administrators' careers. Results indicate that the labor markets for presidents, chief academic officers, and chief student affairs officers were relatively closed to individuals from external positions and from four-year institutions. These boundaries were more open at earlier stages of careers. The position of chief business officer, however, was much more open to administrators from external sources. It appears that one way in which two-year colleges protect their employees, and perhaps induce organizational commitment, is by holding out top-level positions for those from within the two-year college labor market. Boundaries of an administrative labor market can have important implications for individuals, the two-year college, and for postsecondary education. (SW)

ED 268 899 HE 019 264

Hayward, Patricia C.

A Discriminant Analytic Test of Biglan's Theoretical Distinction between Biology and English Department Chairpersons. 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Comparative Analysis; Degrees (Academic); *Department Heads; *English Departments; Higher Education; Influences; *Institutional Characteristics; Intellectual Disciplines; *Power Structure; Role Perception

IDENTIFIERS- *ASHE Annual Meeting; *Biglan Model

Perceived influences of biology and English department heads were investigated using a discriminant analysis test of Biglan's model. Attention was directed to the influence of discipline versus the structural variables of department size, type of institution, and highest degree awarded. Questionnaires completed by 586 heads of biology and English departments provided estimates of the level of their influence in 19 functional areas commonly associated with chairing academic departments. It was found that discipline is of secondary importance in explaining the variance in responses of department chairpersons to questions dealing with perceived influence. In both English and biology departments, the mean influence value for chairpersons in small departments was less than that of those of medium size, which was in turn less than that of those in large departments. There was a significant increase in both disciplines in the mean perceived influence value with each successively higher degree awarded. Using stepwise discriminant function analyses, discipline in combination with highest degree and department size accounted for more of the variance than did discipline. The findings are presented in 3-dimensional graphics by plotting the group centroids against the discriminant functions. (SW)

ED 268 913

HE 019 280

Brothen, Thomas

Using Learning Groups in Introductory Psychology.

PUB DATE- Aug 85

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Organization; *Classroom Techniques; *College Students; *Group Experience; Higher Education; *Introductory Courses; Learning Experience; *Psychology; Student Experience

IDENTIFIERS- *Learning Groups; University of Minnesota

The use of learning groups in the introductory psychology classroom at the University of Minnesota, General College, is discussed. Learning groups are used to get students to work together on tasks that teach them concepts or skills. It allows an active discovery process to take place as students use their own and other's resources while working through problems or review exercises. The key to success is tight structure and organization. An explicit and comprehensive course outline, criterion grading, a student workbook, laboratory exercises, frequent quizzes, and extensive feedback are central concepts of the course model. These are necessary features when a class of 270 is divided into groups of four. Teaching assistants and tutors are also used and a training program for them has been designed. Evaluations of the class demonstrate its effectiveness in maintaining student performance, encouraging appropriate study behaviors, and eliciting student's approval of their learning experience. Learning groups provide the social exchange that improves students' educational experience, and avoids modes by which students only listen to lectures or relate to other students competitively. The organization of class sessions on each day of the week is described. (Author/SW)

ED 268 955

IR 012 010

Elton, Martin; And Others
The First Six Months of a Pilot Teletext Service. The Last Five Months of a Pilot Teletext Service. Interim Results on Utilization and Attitudes. Two Reports.
New York Univ., N.Y. Alternate Media Center.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; Department of Education, Washington, DC.; National Science Foundation. Washington, D.C. Div. of Information Science and Technology.; National Telecommunications and Information Administration (DOC), Washington, D.C.
REPORT NO.- ISBN-0-89776-082-4
PUB DATE- 82
NOTE- 129p.; These two reports were originally issued as Working Paper Numbers 6 and 7 in the Alternate Media Center Series, Research on Broadcast Teletext.
GRANT- DAR-7924889-A02
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Science; *Information Services; *Information Utilization; Pilot Projects; Questionnaires; Research Methodology; *Telecommunications; User Satisfaction (Information); Use Studies; *Videotex
IDENTIFIERS- District of Columbia

The first of two reports in this document details the use of a trial teletext service in residential Washington, D.C. during the second half of 1981. It is emphasized that caution must be exercised in interpreting the results since the trial was designed as a pilot with a sample of only 40 households. In addition, there were significant technical problems, as is often the case with trials of new services. The primary objectives of the pilot field trial were to refine the research hypotheses and develop the research design for a larger field trial. The introductory chapter summarizes features important to the context of the results reported: characteristics of the residential sample; terminal equipment; content of the service; survey and measuring instruments; and consequent limits to the generality of the results. Three additional chapters are devoted to use of the service as measured by meters; residential users' attitudes toward the service as determined by interviews; and a summary of the implications. The second report is concerned with the same population of residential viewers' use of the teletext service broadcast in collaboration with WETA-TV during the first half of 1982 after substantial revisions had been made in the original system. This report focuses on the content of the service, the measuring instruments used, and limits to the generality of the findings. Two topics are covered that were not addressed in the previous report: use of index pages and respondents' willingness to pay for teletext. A concluding statement reviews the implications of the findings for the design of a teletext service, the technical design, and research methodology, and offers some tentative conclusions based on the initial analysis of the data. References, a copy of a questionnaire, and a statistical summary are appended. (THC)

ED 268 969 IR 012 030

Holmberg, Borje
On the Status of Distance Education in the World in the 1980s--A Preliminary Report on the Fernuniversitat Comparative Study.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jan 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; Continuous Progress Plan; *Correspondence Study; Developing Nations; *Distance Education; Educational Radio; Educational Television; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Program Descriptions; Statistical Analysis; Surveys; *Teaching Methods; Textbooks
IDENTIFIERS- *Fernuniversitat (West Germany)

A questionnaire developed in six languages--English, French, German, Polish, Russian, and Spanish--was mailed to more than 1,500 organizations known by the FernUniversitat in West Germany to be connected in some way to distance education, correspondence education, or home study. The study was undertaken as a response to the lack of systematic documentation on distance teaching institutions, and the creation of a databank that would allow easy access to the information was an important goal. The questionnaire was comprehensive and asked for statistical information of a sensitive nature, as well as information on organization, teaching, learning, counselling, examining, student service, and media applications. Useful replies received from 203 institutions included 37 from the United States, 23 from the United Kingdom, 22 from Australia, 16 from Canada, and 15 from the Federal Republic of Germany. The responses were subjected to both quantitative and qualitative analysis and the findings reported in this document provide information on: (1) the organization of distance teaching schools and universities; (2) the media used; (3) general principles of teaching and learning with special reference to the degree of independence expected of distant students or developed by distance education; and (4) student support and examinations. (THC)

ED 269 010 IR 012 103

Centralized Library Services for Audiovisual Media. AV in Action 4.
Nederlands Bibliotheek en Lektuur Centrum, The Hague (Netherlands).

REPORT NO.- ISBN-90-6252-254-8; NBLC-40307/17473
PUB DATE- 84
NOTE- 44p.; Edited by the International Federation of Library Associations (IFLA) Round Table on Audiovisual Media. For additional reports in this series, see IR 012 100-104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Centralization; *Developed Nations; Library Materials; Library Material Selection; Library Services; *National Programs; *Nonprint Media; *Public Libraries; Visual Aids
IDENTIFIERS- Denmark; Netherlands; Norway; Sweden; West Germany

Designed to provide assistance to countries in developing centralized services to their libraries for nonbook materials, this pamphlet contains examples from five countries that have succeeded in establishing such services. Those examples include: (1) "The Central Library Service for AV-Materials in Denmark" (Suzanne Hemmeth Christoffersen); (2) "The Position of Audiovisual Media in the Federal Republic of Germany--Problems and Perspectives" (Wilhelm Wiemers); (3) "National Service to Public Libraries in the Field of Audiovisual Media: The Situation in the Netherlands" (Ed Spruit); (4) "Norway: Audiovisual Media in Biblioteksentralen, Oslo" (Per Chr. Erikstad); (5) "Sweden: The Activities of the AV Section of the Bibliotekstjanst" (Birgitta Malmquist). Information on Danish services includes: review sources, cataloging and classification, publication of talking books, storage equipment, national bibliographic registration of audiovisual materials, other bibliographies and catalogs, microforms, and online searching. The article on Germany discusses records and cassettes, music, video films, and the Supply Centre for Public Libraries (EKZ). Information on the Netherlands includes problems of the public library in integrating audiovisual materials and a description of the services and other activities of the Dutch Centre for Public Libraries and Literature (NBLC). Discussion of Norwegian services includes language courses, music, and use of videotapes in libraries. Finally, Swedish activities discussed include music services; filmstrips, slides and language courses; talking books; and cataloging. Brief biographies of the contributing authors and their addresses are provided. (JB)

ED 268 630

EA 018 343

Saxl, Ellen R.; Miles, Matthew B.
"The Real Thing": What Skills Do Effective Change Agents Need? Some Preliminary Findings from the Field.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Change Agents; Elementary Secondary Education; Interpersonal Competence; *Job Skills; Skill Analysis; Training; Urban Education
IDENTIFIERS- New York (New York)

Preliminary findings of a study of assistance personnel, or "change agents," in urban school improvement programs, failed to show an association between the effectiveness of educational change agents and any particular skills they employed. The study did isolate a nummber of general and specific skills that study participants identified in change agents. The study sought to determine styles and approaches typical of successful agents, skills essential to guiding change, and methods that had proved effective for training outstanding agents. A conceptual framework was developed that related agents' entry characteristics and behaviors with the outcomes of the school improvement programs. Data were collected through 137 semistructured interviews and observations focused on the activities of 17 experienced change agents. Five of the agents participating were engaged in one school improvement program and six each were engaged in two other programs, all in New York City. The interviews were conducted with the agents themselves, with their clients in the schools, and with their program managers. The skills examined were suggested by interviewees and were organized into clusters. Among the general skills observed were interpersonal, training, group-related, writing, listening, content-related, and communicating skills. More specific were initiation, rapport-building, task-oriented, social psychological, educationally focused, and autonomy-increasing skills. Two data tables are included. (PGD)

ED 268 716

EC 182 320

Renzulli, Joseph S., Ed.
Technical Report of Research Studies Related to the Revolving Door Identification Model. 2nd Edition and Addendum. Research Report Series.
Connecticut Univ., Storrs. Bureau of Educational Research and Service.
PUB DATE- 84
NOTE- 244p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Behavior Rating Scales; Creative Development; Elementary Secondary Education; *Gifted; Models; Productivity; Student Characteristics; Talent; *Talent Identification; Teacher Characteristics; *Teacher Role; Test Validity

IDENTIFIERS- *Enrichment Triad Model; *Revolving Door Identification Model

Six studies are presented which investigate factors in implementin the Revolving Door Identification Model (RDIM) and the Enrichment Triad Model in gifted education for children in grades 1-8. In "An Analysis of the Productivity of Gifted Students Participating in Programs Using the Revolving Door Identification Model," S. Reis reports, among other results, a signficantly higher proportion of girls than boys in grades 1-6 who "revolved in" to complete advanced level investigations in a resource room for the gifted. J. Delisle concludes, in "The Revolving Door Identification and Programming Model: Correlates of Creative Production," that RDIM was effective statistically and in the practical realities of school operation. E. Gubbins reports quantitative and qualitative results on creativity and productive behavior in "Revolving Door Identification Model: Characteristics of Talent Pool Students." R. Kirshenbaum describes a study on a teacher rating scale of creativity, the Creative Process Inventory, in "The Incremental Validity of a Teacher Rating Scale in Identifying Creatively Productive Students." In "Administrators' Attitudes Toward Gifted Programs Based on the Enrichment Triad/Revolving Door Identification Model: Case Studies in Decision-Making," C. Cooper concludes that attitudes were shaped by the need for specific data and an appreciation for the program's integrity as measured by valued decision-making criteria. The final paper, "Facilitator of Learning: A Micro-Ethnographic Study of the Teacher of the Gifted" by C. Story suggests that successful teachers of the gifted must facilitate independent studies, possess the characteristics of good teachers in general, demonstrate highly developed management skills and exhibit competencies in inservice presentations. (CL)

ED 268 782

FL 015 598

Kaiser, Ann P.; And Others

Mothers' Strategies for Eliciting Child Verbalizations.

PUB DATE- 26 Oct 85

NOTE- 32p.; Paper presented at the Annual Meeting of the Boston Child Language Conference (Boston, MA, October 26, 1985). Some tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Higher Education; *Interpersonal Communication; *Language Acquisition; Longitudinal Studies; *Mothers; *Parent Child Relationship; Speech Acts; Toddlers

Part of an 18-month longitudinal investigation of mother-child language-teaching interactions, this study describes changes in mothers' use of elicting strategies over time as their children's language became more complex. The focus was the adjustments mothers make to fit their behavior to their child's linguistic skills and development. Samples of interactions between mothers and children videotaped in their homes when the children were 16, 21, 24, and 30 months old were analyzed. Mother utterances eliciting child verbalizations were coded for utterance type (specific form, information option seeking, clarification, or modeling), level of cue or amount of support provided by the utterance, and complexity of the expected child response. Child responses were coded according to their degree of correctness. The results suggest that mother expectations for child responses clearly change over time in relation to development in the child's skills, with decreasing cue support for the child's response, increasing interaction frequency, decrease in likelihood of mothers letting their questions go unanswered, and increasing use of repetition when the child does not respond. Modeling was used most frequently as a first elicitation tactic at 21 months, secondarily at 24 months, and infrequently later. (MSE)

ED 268 941

HE 019 309

Levy, Daniel C.

Higher Education and the State in Latin American: Private Challenges to Public Dominance.

REPORT NO.- ISBN-0-226-47608-1
PUB DATE- 20 May 86
NOTE- 434p.
AVAILABLE FROM- University of Chicago Press, 5802 S. Ellis Avenue, Chicago, IL 60637 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Catholic Schools; Centralization; Church Related Colleges; *College Role; Comparative Education; Decentralization; Economic Factors; Educational Finance; Education Work Relationship; *Foreign Countries; *Governance; *Government School Relationship; *Higher Education; Institutional Autonomy; *Institutional Mission; Majors (Students); Political Influences; Private Colleges; Public Policy; Religious Factors; State Colleges
IDENTIFIERS- Brazil; Chile; *Latin America; Mexico

Major patterns of relationship between the public and private sectors in Latin American higher education are discussed. Three key evolutionary waves are identified that have led to three private-public patterns dominant in Latin America today. For both the public and private sectors, attention is directed to origins and growth, who pays and rules, and whose interests are served. For Chile, Mexico, and Brazil, in-depth case studies analyze patterns of evolution, finance, governance, and function. A regional overview, including 20 other Latin American republics, considers the extent to which the three major public/private patterns exist in finance, governance, and function. Included are comparative perspectives based on principal foreign models. In Chile private universities approximate their public counterparts; in Mexico secular elite universities dominate the private sector; and in Brazil the private sector absorbs an unusually large educational

demand. Additional considerations include: the Catholic subsector, autonomy and state control, institutional centralization/decentralization, religious missions, political ideologies, economic orientations (field of study and job market), and the positive and negative aspects of privatization. (SW)

ED 268 983

IR 012 048

Harris, Martin L.; And Others
Guidelines for Educational Software in California Schools. Revised.
California State Dept. of Education, Sacramento.
PUB DATE- 17 Sep 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Instructional Material Evaluation; *Microcomputers; State Departments of Education; *State Standards
IDENTIFIERS- *California; *Software Evaluation

Designed to provide guidance to teachers and other educators with responsibility for selecting educational software, these guidelines for computer software selection are organized into three sections: essential attributes, desirable attributes, and indicators of excellence. The criteria in each section are further subdivided into three subsections--educational content, technical features, and support materials. Educational content relates to the educational materials to be presented and the teaching/learning strategies used. Technical features refers to ease of the program's operation. Support materials are the supplementary materials that teachers and students must have to operate the program. Also included in this document is a section on marketing practices of manufacturers and distributors that should be encouraged by California consumers of educational software. (JB)

ED 268 996 IR 012 085

Winkler, John D.; Stasz, Cathleen

A Survey of Incentives for Staff Development of Computer-Based Instruction.

Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- Rand-P-7087.

PUB DATE- Apr 85

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For related reports, see IR 012 084, ED 264 839, and ED 265 838.

AVAILABLE FROM- Rand Corporation, 1700 Main Street, P. O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; Elementary Secondary Education; *Incentives; Inservice Teacher Education; Instructional Innovation; *Microcomputers; *Motivation Techniques; *Positive Reinforcement; Research Methodology; School Districts; School Surveys; *Staff Development; Use Studies

Research was conducted to assess the role of staff development in improving the quality of computer-based instruction in grade K-12 schools. The sample consisted of contact persons in 171 districts and interviews were completed with 155 (91%). Results indicate 80% of these districts currently provide inservice computer training to teachers; the median amount available is 25 hours. Most also provide technical assistance to teachers with hardware problems (95%), locating and evaluating courseware (80%), and integrating the microcomputer into the curriculum (65%). The median number of microcomputers found in these districts is 35, or a ratio of two microcomputers per five teachers and three microcomputers per 100 students. Incentives for participation in computer inservice training are not common: the most common are commendations or publicity (47%), release time for classes (41%), salary credit (36%), and guaranteed access to microcomputers (35%). The most important incentive was among those least commonly found in this sample--a guarantee of computer access. It was found that traditional incentives dispensed by administrators to teachers have little effect in fostering teacher involvement with computers and distinctions between "extrinsic" incentives such as salary credit and "intrinsic" incentives such as professional recognition did not prove to be conceptually or empirically important. A bibliography is appended. (JB)

ED 268 616 CS 505 285

Michel, Thomas A.; Weaver, Richard L., II

Popular Readings in Public Speaking. A Selected, Annotated Bibliography.

PUB DATE- Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Business Communication; *Communication Skills; Humor; Meetings; Persuasive Discourse; *Public Speaking; *Speech Communication; *Speeches; *Speech Skills
IDENTIFIERS- *Communicator Style

Developed as a result of the growing interest in public speaking in business and other professional sectors, this annotated bibliography contains recent citations of public speaking and related subjects in the popular press. The citations are drawn from trade journals, magazines, and books in print, rather than from scholarly or academic works. With the exception of the books, all the publications listed in the bibliography were published within the past five years. Brief abstracts are provided for each entry. (HOD)

ED 268 749

EC 182 353

Special Rights for Special Children: A Manual for Parents of Handicapped Children in New Jersey.

Education Law Center, Inc., Newark, N.J.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Prudential Foundation, Newark, N.J.

PUB DATE- Oct 85

NOTE- 59p.; Additional funds were provided by the Fund for New Jersey, Hoffman-LaRoche, Inc., the Pathy Educational and Charitable Foundation, the Red Devil Foundation, and the Visceglia Foundation. Supersedes ED 179 050.

AVAILABLE FROM- Education Law Center, Inc., Room 209, 155 Washington St., Newark, NJ 07102 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Disabilities; Elementary Secondary Education; Equal Education; Individualized Education Programs; *Parent Participation; *Parent Role; Parent School Relationship; *Special Education; Student Evaluation; Student Placement

IDENTIFIERS- *New Jersey

The booklet is intended to acquaint parents of handicapped children in New Jersey with their rights. Information is provided on types of handicaps and the rights of a handicapped child (free appropriate public education, evaluation, classification, Individualized Education Program, and placement). Parental rights are explained, with special attention to student records. Review and mediation, hearings, and appeals are covered, as are a number of special situations, including preschool handicapped children; children with mild speech problems or temporary illness or injury; discipline; and children whose parents cannot be located. Appended materials include addresses of New Jersey agencies. (CL)

ED 268 766 EC 182 370

Maxwell, Kenneth G.
Establishing Fair and Realistic Entry and Exit Criteria Using the General Evaluation Matrix (GEM), a Special Education Decision Making Tool.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
AVAILABLE FROM- GEM Systems Inc., 264 North Main St., East Longmeadow, MA 01028 ($89.00 computerized version; $35.70 manual, beginning package).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Eligibility; *Evaluation Methods; *Profiles; *Student Evaluation; *Student Placement; *Testing

The paper describes the development and use of a General Evaluation Matrix (GEM), a profile technique by which major handicaps are graphically presented along with school grades and achievements in basic skills. The approach lends itself to establishing entry level criteria for special education suited to the needs of specific communities. Prereferral questions document exhaustion of regular education alternatives. An illustration of a GEM profile on a fifth grader is used to explain the contents and use of the profile. Among advantages of the GEM are establishment of specific standards for handicapping conditions and basic skill performance and the opportunity to make comparisons between areas. (CL)

ED 268 798 FL 015 614

Beebe, Leslie M.

Applying L1 Theories to L2 Data: How Far Can We Go?

PUB DATE- Mar 83

NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Toronto, Ontario, March 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Discourse Analysis; English (Second Language); *Interference (Language); *Interlanguage; *Language Styles; Linguistic Theory; Psycholinguistics; Second Language Learning; Sociolinguistics; *Transfer of Training

IDENTIFIERS- *Labov (William); *Speech Accommodation

Three questions in the application of native-language sociolinguistic theories to second language contexts are addressed: (1) Is transfer always a psycholinguistic process of interlingual overgeneralization? (2) Does attention to speech underlie all style shifting? (3) Is H. Giles' Speech Accommodation Theory adequate to explain all purposeful style shifting? From examination and comparison of the psycholinguistic and sociolinguistic aspects of interlanguage and interference, of Labov's definition of style shifting, and of the limitations of the Speech Accommodation Theory, it is concluded that neither Labov's nor Giles' model adequately describes or explains the variation in interlanguage. The findings indicate that, while the insights of native-language theories have increased the understanding of second language learning, they have not provided all the answers. (MSE)

ED 268 844

FL 015 689

Catran, Jack
How to Speak English without a Foreign Accent. Arabic Edition.
REPORT NO.- ISBN-0-937399-04-3
PUB DATE- Jan 86
NOTE- 59p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; *Arabs; Consonants; *English (Second Language); Error Patterns; Immigrants; *Phonology; *Pronunciation Instruction; Second Language Learning; Teaching Methods; Vowels
IDENTIFIERS- *Accents

This transcript and guide of a two-cassette course is designed to assist native Arabic-speaking immigrants eliminate their foreign accents. The course is appropriate for either individual or group study. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The author's own system of pronunciation symbols is used. (MSE)

ED 268 644 EA 018 363

Jenkins, John M.

Effective Leadership for Instructional Improvement.

PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the NASSP Institute (Houston, TX, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Counseling; *Educational Improvement; *Educational Needs; Educational Quality; *Educational Trends; Elementary Secondary Education; Futures (of Society); Individualized Instruction; Merit Pay; *Principals; Relevance (Education); Teaching (Occupation)
IDENTIFIERS- *Megatrends

Beginning with the contention that the principal is the pivotal person in bringing about school improvement, this paper reviews several of the trends discussed in John Naisbitt's "Megatrends" and assesses their significance for public education in general and for the role of the principal in particular. These trends include (1) the shift from an either/or society to one where multiple options are the rule; (2) the change from a centralized to a decentralized society; (3) the move from the family to the individual as the basic unit of society; (4) the trend from representative to participatory democracy; (5) the shift from short-term to long-term thinking; and (6) the change from a national to a global economy. A review of these trends is followed by a discussion of the current public concern over the quality of education and an evaluation of some of the more popular proposals for school improvement, including merit pay, teacher testing, differentiated staffing, and partnerships with business. In conclusion, five general suggestions for school improvement are offered: (1) tougher academic standards, (2) instruction geared to individual learning styles, (3) expanded counseling programs, (4) professionalization of teaching, and (5) responsibility training for students. (TE)

ED 268 658

EA 018 383

Jacobson, Patricia O.

The I-Step Teacher Evaluation Program for Common Schools.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Instructional Improvement; Job Performance; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Illinois Specialized Teacher Evaluation Programs

Illinois Specialized Teacher Evaluation Programs (I-STEP), Incorporated, has developed a performance-based system for evaluating teachers. A review of the literature convinced I-STEP that evaluation programs are most useful if they are aimed at helping teachers improve their instructional effectiveness, and if they obtain evaluation data from many sources. The I-STEP method involves collecting information from students (who have extensive experience with teachers but no training in pedagogy), outside observers (with good understanding of teaching practice but little contact with the individual teachers' instruction methods), and the teachers themselves. All these observations must be cross-compared to develop reliable assessments of teachers' strengths and weaknesses. The instruments used by each group of observers is designed specifically for that group, and those used by the classroom observers are divided into six subtypes depending on the nature of the instructional situation being observed. Implementing the I-STEP program involves consultation among I-STEP representatives, teachers, and administrators; planning and scheduling; teacher orientation; the evaluation process itself; data analysis; reporting of results; and the provision of feedback to teachers and administrators for use in evaluation conferences and improvement efforts. (PGD)

ED 268 671

EA 018 414

Frels, Kelly
Punitive Damages in Civil Rights Actions.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 9p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; Court Litigation; *Federal Courts; State Legislation; *Torts
IDENTIFIERS- *Punitive Damages; *Smith v Wadc; Supreme Court

Punitive damages have been permitted in certain cases to deter wrongdoers from similar conduct in the future. The Supreme Court decision in the case of "Smith vs. Wade" set the standard for the award of punitive damages by permitting punitive award on varying standards of negligence, gross negligence, recklessness, or other culpable conduct short of actual malicious intent. Numerous federal courts have addressed the applicability of "Smith v. Wade" in civil rights cases. Examination of a number of circuit court decisions shows affirmation of punitive damage awards on varying standards ranging from mere willfulness to gross recklessness. The substantive tort laws of the states will influence the application of the "Smith v. Wade" standard in each circuit. Should the application become significantly conflicting, some future Supreme Court might examine the subject again. (MLF)

ED 268 685 EA 018 429

Wayson, William W.
Due Process Prevents Educators' Doing Only What They Should Not Do.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 17p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discipline Policy; *Due Process; Elementary Secondary Education; *Government School Relationship; Principals; School Law; *Student Rights

Due process in school is an educational process for teaching the students that they are valued, that authority exists, and they they belong in the social unit. Historically, due process emerged as a way of guaranteeing rights and the privileges of governmental protection to a wider range of people in English and American institutions. The restrictions that educators cite concerning due process are almost universally rooted in local and state policy, not in federal court decisions. Due process requires far less than good principals require of themselves. Due process is based upon trust in one another and in rational processes and is seen as the best preventative for serious misbehavior. Advantages and disadvantages found in discipline codes are listed along with the characteristics of effective, well-disciplined, high-achieving schools. (MLF)

ED 268 732 EC 182 336

Gordon, Thomas
"I Hear You."
National Committee for Prevention of Child Abuse, Chicago, Ill.
REPORT NO.- ISBN-0-937906-46-8
PUB DATE- 85
NOTE- 17p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan Ave., Suite 950, Chicago, IL 60604-4357. ($2.00; discount for 6 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Rearing; Discipline; *Listening Skills; *Parent Child Relationship; Prevention; *Punishment

The pamphlet is intended to show that communication works better than punishment in correcting children. Examples are cited of non-punishment reactions and messages in which parents tell their children how they feel about their actions, what parents don't like about it, and why. The importance of active listening is stressed and examples of its use in helping children feel understood are offered. Ways in which active listening works with verbal as well as preverbal children are noted. (CL)

ED 268 814 FL 015 650

Duncan, Annelise M.

Liebes Tagebuch: Abroad at Last, But Let Me Tell You "auf Deutsch."

PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Cultural Awareness; Diaries; *German; Learning Activities; Second Language Instruction; *Study Abroad; Summer Programs; *Vocabulary Development; *Writing Exercises; Writing Skills

This paper describes techniques used by a German instructor with American students during a summer abroad program. Learning activities, both in and outside of class, concentrate on writing. The students keep logs and diaries, which force them to be aware of their surroundings and to participate more actively in the life around them. With the diaries as a basis, class discussion progresses through the events of an ordinary day, beginning with the alarm going off in the morning, and expands into less routine events and activities. The logs or diaries are submitted and corrected daily, with mistakes counted only if they are repeated after initial correction. Another writing exercise requires that students paraphrase or report on information found in newspapers, magazines, and advertising, and make cultural comparisons. A third assignment involves critiques of films seen at local theaters. A fourth approach uses a game in which students draw three pieces of paper from each of five piles containing nouns, verbs, adjectives, adverbial phrases, and miscellaneous forms (pronouns, verbs, exclamations, proper names, etc.) in German. The students use what they drew to write a half-page story that is mysterious, dramatic, or funny. The exercises develop language and writing skills as well as cultural awareness, all of which are an essential part of complete language learning. (MSE)

ED 268 829

FL 015 674

Mohan, Margaret

Classroom Management through the Target Language.

PUB DATE- 86

NOTE- 6p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Activities; *Classroom Communication; *Classroom Techniques; *Communicative Competence (Languages); Second Language Instruction; Speech Communication

The communication that occurs in a language classroom is real communication, because the interactions deal with ordinary, everyday matters. The substance of classroom management and the related exchanges between students and teacher, such as roll call and group exercises, provide many opportunities for language learning. Teachers can require students to learn classroom phrases and use them frequently. Teachers should use phrases repeatedly and use more of the target language than the students are able to use, monitor student language use and learn from it, use the language produced by the students, and, from the first class, convince students that foreign language use is essential. The students' native language can be used not only as a last resort, but also, when necessary, for clarity in discussing goals, when checking comprehension, to aid student memory, for test and other instructions, for explanation when necessary, for discussion of culture, especially at lower levels, and for teaching grammar. (MSE)

ED 268 699 EC 182 302

National Directory: Training and Employment Programs for Americans with Disabilities.

Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 85
NOTE- 458p.
CONTRACT- SA-85-2272
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Employment; *Employment Opportunities; Job Placement; Resource Materials; State Programs
IDENTIFIERS- *Private Sector

The directory provides information on 648 private sector programs offering services leading to competitive employment for disabled people. It is designed to help employers looking for trained and job-ready workers as well as to help individuals with disabilities in their search for available training and employment programs. Programs are listed geographically by state and city and citations provide a brief description of training areas, training levels, placement areas, post-placement support, and disability levels served. Programs are cross referenced by training areas. Appended material includes listings of State Vocational Rehabilitation Agencies, State Governor's Committees on Employment of the Handicapped, and Executive Directors of Developmental Disability State Planning Councils. A final section consists of program and training area cross-reference charts for each state and territory. (CL)

ED 268 859 HE 019 224

Quality Development in Higher Education to Meet the Future Needs of Arkansas. Report of the Quality Higher Education Study Committee.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Oct 84

NOTE- 95p.

AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Affirmative Action; Blue Ribbon Commissions; Budgets; *Change Strategies; College Faculty; *College Planning; Economic Factors; *Educational Quality; Financial Support; General Education; Governance; Higher Education; *Public Colleges; School Business Relationship; School Community Relationship; School Organization; State Colleges; *Statewide Planning

IDENTIFIERS- *Arkansas

A report of the Quality Higher Education Study Committee on state-supported institutions in Arkansas is presented, including 43 recommendations. Attention is directed to: economic characteristics in the state (business indicators, population and growth, personal and family income); social characteristics in the state (education levels, illiteracy, college-going rates); needs identified by business and industry leaders; colleges' contribution in resolving business and societal problems; governance and structure of higher education; the relationship of colleges to vocational and technical schools; college admission; conditional admission and nontraditional students; retention of college students; general education curriculum; transfer of credits; accreditation; academic program review; teacher education; faculty preparation and qualifications; annual faculty evaluation; promotion and tenure; faculty and administrator's salaries; staff development; personnel turnover; faculty workload; affirmative action in employment and enrollment; the higher education budget process; libraries; research and public service; equipment and facilities; private gifts and grants; and auxiliary enterprise. (SW)

ED 268 873

HE 019 238

Norman, Myra

Impact of the Advanced Institutional Development Program on the Institutional Viability of Seven Black 1890 Land Grant Institutions. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; *Black Colleges; Curriculum Development; Developing Institutions; Economic Factors; Educational Change; Educational Development; Educational Finance; *Federal Aid; Higher Education; *Institutional Advancement; Institutional Characteristics; *Land Grant Universities; Organizational Change

IDENTIFIERS- *Advanced Institutional Development Program; *ASHE Annual Meeting; Institutional Vitality; Tuskegee Institute AL

Changes in institutional viability were studied for Tuskegee Institute and six black land grant institutions that had received grants between 1974-1977 from the federal Advanced Institutional Development Program (AIDP). The study instrument consisted of 59 financial and nonfinancial indicators, most of which were developed by Kevin J. Gilmartin. To determine the impact of the AIDP grant on the indicators, administrators responding to the survey assessed the institution for the year that the institution's grant began and changes occurring by the year after the grant ended. The AIDP grant had a moderate impact on changes in institutional viability for each of the seven institutions. As perceived by the administrators, curriculum improvement activities had the most impact on measures of institutional viability, followed by administrative improvement. Four of the institutions reported an increase in: government appropriations per full-time equivalent student, tuition and fees per student, full-time equivalent enrollment, and number of faculty. Five of the institutions reported an increased in instructional expenditures per full-time equivalent student, while

six institutions reported an increase in total current fund expenditure per full-time equivalent student. (SW)

ED 268 886 HE 019 251

Curry, Denis J.; Fischer, Norman M.

Public Higher Education and the State: Models for Financing, Budgeting, and Accountability. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Budgeting; Enrollment; Expenditures; Fees; *Financial Policy; *Government School Relationship; Higher Education; Institutional Autonomy; Models; Money Management; Program Evaluation; Public Colleges; Public Policy; Salaries; *State Aid; *State Colleges; Statewide Planning; Tuition
IDENTIFIERS- *ASHE Annual Meeting

The trend toward greater state regulation of public higher education is discussed, along with alternative structures or models for state financing of public institutions. The situation in Washington State is briefly described as an illustration. It is proposed that interests of the state, college, and student can be enhanced by allowing colleges more operational independence. At the same time, the state's financial liability can be controlled by refocusing the budgetary decisions to the amount of state tax funds to be provided and eliminating or minimizing the effect of local decisions on the level of investment of public resources. The four alternative models for state financing range from a high degree of state control and little institutional flexibility to one of maximum institutional flexibility and little direct control by the state. Characteristics of the models are illustrated by a checklist consisting of eight major components: budgeting; expenditure oversight; accountability expectations; tuition, fees, and pricing policy; financing options; salary administration; enrollment policy; and program review/approval. The checklist can be used to develop a profile of the financing relationship with a state. (SW)

ED 268 900

HE 019 265

Pascarella, Ernest T.; And Others

Long-Term Persistence of Two-Year College Students. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; *College Transfer Students; Longitudinal Studies; Postsecondary Education; Predictor Variables; Sex Differences; *Student Adjustment; *Student Attrition; Student Characteristics; Student Experience; *Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; Student School Fit; Tinto Theory

A causal model based on Tinto's work was employed to explain the long-term persistence/withdrawal of students who began their postsecondary education in two-year institutions. Persistence was defined as completing the bachelor's degree within a 9-year period, or actively working toward the degree as of 1980. The model was estimated on a national sample of 825 students who initially enrolled in 85 two-year institutions in fall 1971. Although there were differences in the factors associated with persistence for men and women, the results tend to confirm the importance of person-environment fit as a salient influence on degree persistence/completion. Measures of academic and social integration had the most consistent pattern of positive direct effects, while much of the influence of student pre-college traits was indirect. That is, the student's experience of college may have an important, unique influence on persistence beyond that of differences in family background, secondary school experiences, individual attributes, and initial commitments on college entry. Subsequent institutional commitment had a significantly stronger positive influence on persistence for men than for women. Conversely, level of secondary school social involvement was significantly more important positive influence on persistence for women than for men. (Author/SW)

ED 268 914

HE 019 281

Petrovich, Janice; Hexter, Holly
Campus Approaches to Faculty Retraining.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- Feb 86
NOTE- 52p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Collective Bargaining; *College Faculty; Contracts; Faculty Development; Guidelines; Higher Education; *Personnel Policy; Private Colleges; *Professional Development; Program Descriptions; Public Colleges; *Retraining; State Colleges; Statewide Planning; Two Year Colleges
IDENTIFIERS- California State University; California State University Long Beach; Cheyney University PA; City University of New York; *Faculty Vitality; Kean College of New Jersey; Montana University System; Northern Illinois University; State University of New York; University of Tennessee Martin; University of Wisconsin

The background, content, and funding of faculty retraining activities at 17 colleges and universities are discussed. An overview covers characteristics of retraining programs and whether they are successful. For the 17 college/university programs, information is provided on: title, background, purpose, elements, funding, outcomes, and contact person with address and phone number. For four of the institutions, collective bargaining contracts or statements of institutional policies are included. These cover faculty development plans, career development funding guidelines, and guidelines for retraining. The sample of institutions includes statewide systems, public and private four-year institutions, and public two-year institutions. The specific institutions are: California State University, Montana State University System, State University of New York, University of Wisconsin, California State University at Long Beach, Cheyney University, City University of New York, Kean College, Northern Illinois University, University of Tennessee at Martin, Western Michigan University, Beloit College, College of St. Scholastica, Mars Hill College, Mary College, Los Angeles Community College, and Monroe Community College. (SW)

ED 268 928 HE 019 296

Brinkman, Paul T.; Allen, Richard H.

Concepts of Cost and Cost Analysis for Higher Education.

Association for Institutional Research.

PUB DATE- 86
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Bldg., State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; *Cost Effectiveness; Educational Finance; *Higher Education; *Measurement Techniques; Money Management; Operating Expenses; Program Costs; Regression (Statistics); *Statistical Analysis; Unit Costs

Concepts of costs and cost analysis in higher education are examined, along with how to prepare for a cost study. Specific cost analysis techniques are identified, along with types of data generated and potential problems. In preparing for cost studies, it is important to consider: purpose, types of cost analysis, types of cost, common calculations of cost, and cost measurements. The first step is to determine the decisions/policy implications that will be addressed. Any study will consider how much something costs and why it costs that much. Possible kinds of costs that can be calculated are: cost objectives (e.g., input); cost basis (e.g., historical); cost variability (e.g., fixed); cost-activity relationship (e.g., total); cost-determination method (e.g., specific service); and cost-time relationship (e.g., time period). In higher education, the most common costing approaches are the calculation of: historical, full, average cost of outputs; and historical, total, indirect costs of inputs. Formula budgets based on costs studies are widely used by states and systems. Four ways of measuring costs of a program or activity are addressed, along with three stages of a cost-benefit analysis. An extended example of how to think through a proposed study of the costs of enhanced student recruitment is included. (SW)

ED 268 970 IR 012 031

Morey, Rhonda
Videotape and Videorecorder Policy Manual.
PUB DATE- Nov 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; Fines (Penalties); *Library Circulation; Library Collections; *Library Materials; *Public Libraries; *Videotape Recorders; *Videotape Recordings
IDENTIFIERS- *Pennsylvania

This manual was written for the Conococheague District Library System, Chambersburg, Pennsylvania. The district purchased a core collection of 90 videotapes, 30 for each of 3 libraries (Coyle Free Library, Franklin County Library, and Lilian S. Besore Memorial Library); and 6 videorecorders, 2 for each library. This manual is intended to provide for smooth acquisition, processing, and circulation of these items and any future videotapes that may be added to the collection. Areas covered in the manual include: (1) videotape selection, including criteria for selection and an intellectual freedom statement; (2) videotape acquisition, including collection development and ordering; (3) cataloging, processing, and withdrawal of videotapes; (4) videotape circulation, including borrowers' rules, overdue videotapes, damaged videotapes, refunds, reserves, and staff circulation of videotapes; (5) videorecorder circulation, including borrowers' rules, overdue videorecorders, damaged videorecorders, refunds, reserves, and staff circulation of videorecorders; (6) statistics; (7) gift videotapes; and (8) re-consideration of videotapes. (Author/THC)

ED 268 984 IR 012 050

Strober, Myra H.; Arnold, Carolyn L.

Integrated Circuits/Segregated Labor: Women in Three Computer-Related Occupations. Project Report No. 84-A27.

Stanford Univ., Calif. School of Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 52p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 25, 1984).

GRANT- NIE-G-83-0003

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Science; *Employed Women; Employment Practices; *Equal Opportunities (Jobs); *Salary Wage Differentials; *Sex Differences; Sex Discrimination; Tables (Data); Technological Advancement

IDENTIFIERS- Occupational Segregation

This discussion of the impact of new computer occupations on women's employment patterns is divided into four major sections. The first section describes the six computer-related occupations to be analyzed: (1) engineers; (2) computer scientists and systems analysts; (3) programmers; (4) electronic technicians; (5) computer operators; and (6) data entry workers. Utilizing published data as well as the 1/1000 Public Use Samples (PUS) from the 1970 and 1980 U.S. Census, section 2 examines the status of women in the six major computer-related occupations and in high tech industries in general. Section 3 uses the 1980 published data and the 1980 PUS sample to investigate the relative earnings of men and women in three computer-related occupations in high tech and non-high tech industries. Six major findings from the study and their implications are discussed in section 4. It is concluded that women need to be made aware of the channeling that leads them into less prestigious, lower paying occupations or industries, and be helped to develop strategies to counteract this movement; however, at the same time efforts must be made to find ways of making occupations and workplaces more welcoming to both genders and more compatible with satisfying personal and family lives. A list of references and nine data tables are included. (JB)

ED 268 617

CS 505 286

Nadler, Marjorie Keeshan
Learning Resources for Public Relations.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the #eQtral
States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Competition; Higher Education;
Internship Programs; *Public Relations; Speech Communication;
*Speech Curriculum; *Teaching Methods; *Theory Practice
Relationship

With the increased interest in public relations education, it is important for educators to be aware of options available for enhancing the effectiveness of teaching in this area. A number of nonprint learning resources are available, including internships, in-class campaigns, and national competitions. Public relations internships are essentially one-on-one teaching situations that offer real-world work experience while allowing students to integrate theoretical material with the development of practical skills. Many campuses or communication departments already have internship programs that could be expanded to include public relations. An alternate resource is an in-class public relations campaign, which can also help prepare students for their internships. This would involve dividing the class into public relations "firms," which would then compete to provide the best campaign for the designated client. The national competitions are an additional way to offer students practical public relations experience. Dependent upon each contest's regulations, it is possible to use the national competition as the in-class campaign assignment. Such competitions include the Philip Morris Marketing/Communications Competition, the Levi-Strauss Public Relations Challenge, and the Bateman Case Competition. (HTH)

ED 268 631 EA 018 347

Arnold, Robert L.; And Others
The Illinois General Purpose Grant-in-Aid System, 1973-1985. Revised.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- Illinois School Problems Commission, Springfield.; Illinois State Univ., Normal. Graduate School.
PUB DATE- 85
NOTE- 33p.
AVAILABLE FROM- Center for the Study of Educational Finance, Dept. of Educational Administration and Foundations, De Garmo 331, Illinois State University, Normal, IL 61761 ($2.00 prepaid).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; Grants; *State Aid; State Legislation; State Programs
IDENTIFIERS- Funding Formulas; *Illinois

The system used in Illinois for financing public education underwent major reform in 1973. At that time four alternative formulas for determining equalization aid levels were established. In 1980 three of these formulas were eliminated and only a modified version of the Resource Equalizer formula remains in use. This report provides an overview of some of the changes that have been made in this formula since its introduction in 1973. Six concerns that the Illinois financing reforms have attempted to address are noted, including student equity, taxpayer equity, local control, areas of high poverty, equitable treatment for districts of different types, and adequate dollar levels for state funding. Three factors built into the Resource Equalizer formula are also clarified: pupil attendance, assessed valuation, and tax rate. The formula itself is presented, and the three alternative formulas available prior to 1980, including the Strayer-Haig Equalization Formula, are also shown. Appendixes include a display of the impact of the grant-in-aid system on state educational finance from 1977 to 1986, amendments to formulas as of 1980, and a selected bibliography. (PGD)

ED 268 733 EC 182 337

Broadhurst, Diane D.
Educators, Schools, and Child Abuse.
National Committee for Prevention of Child Abuse, Chicago, Ill.
REPORT NO.- ISBN-0-937906-48-4
PUB DATE- 86
NOTE- 36p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan Ave., Suite 950, Chicago, IL 60604-4357. ($3.50; discount for 6 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Elementary Secondary Education; *Family Problems; Prevention; *School Policy; *School Role; *Sexual Abuse; Teacher Role

The booklet provides an overview on the school-related issues involved in child abuse and neglect. Definitions, causes, and effects of abuse and neglect are reviewed in the first chapter; guidelines for identifying physical and sexual abuse, neglect, and emotional maltreatment are offered in chapter 2. Aspects of reporting abuse are noted as are issues involved in investigation and intervention. A discussion of prevention centers offering parenting and safety curricula and helping adolescent parents is also included. Issues for schools to address include staff criteria, school environment, and policies on corporal punishment. The final chapter presents ways in which educators can help set policy, establish procedures, and take individual action. (CL)

ED 268 767

EC 182 371

Dyson, Lily L.; Edgar, Eugene

The Self-Concept of Siblings of Handicapped Children--An Exploratory Study.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Family Relationship; Prediction; *Self Concept; Sex Differences; *Siblings

The study compared the self-concepts of siblings of handicapped children with norms and examined mediators for this personality variable. Thirty-four siblings of handicapped children (2-15 years old) from the United States and Canada completed a children's self-concept scale while their parents filled out two questionnaires: one on parental attitudes and stress regarding the presence of the handicapped child and the other on the family's social support. The results showed the siblings displaying as high a self-concept as norms. The sex of the handicapped child emerged as a predictor for the self-concept of their siblings: a handicapped brother had more negative impact on a sibling, male or female. Parental attitudes and stress due to parent and child problems in caring for the handicapped child were related to the siblings' self-concept regarding their personal happiness and satisfaction. Parental pessimism showed the same trend. Support from grandparents and relatives assuaged anxiety in the siblings but excessive support tended to lower their self-confidence in their physical appearance and academic competence. (Author/CL)

ED 268 799 FL 015 615

Beebe, Leslie M.
Reservations About the Labovian Paradigm of Style Shifting and Its Extension to the Study of Interlanguage. Revised.
PUB DATE- Sep 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Interlanguage; Language Research; *Language Styles; Language Variation; *Linguistic Theory; Social Psychology; Sociolinguistics
IDENTIFIERS- *Labov (William); *Speech Accommodation

An examination of the social psychological basis of style shifting suggests that, contrary to Labovian theory, many style shifts are not a function of shifts in attention to speech and that there are other more explanatory ways of analyzing style shifts. Some reasons for this view are: (1) attention to speech is sometimes negatively correlated with standardness or correctness; (2) style can be manifested in speech shifts that do not fall along the standardness or correctness dimensions; and (3) attention to speech is inadequate as an explanation for style shifting in most situations and can be causally unrelated to style shifting in either experimental or naturalistic situations. Four major categories of stylistic variation that do not fit the accommodation paradigm but complement it are grouped and referred to as "extravergence": interlanguage variation used as learning, communication, or performance strategies by second language speakers; systematic variation according to attention to speech; systematic variation according to linguistic environment; and systematic variation for other social psychological purposes, such as conforming to norms, negotiation, and self-expression. Six pages of references conclude the document. (MSE)

ED 268 845 FL 015 690

Catran, Jack

How to Speak English without a Foreign Accent. Hispanic Edition.

REPORT NO.- ISBN-0-936162-31-7
PUB DATE- Jan 86
NOTE- 60p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consonants; *English (Second Language); Error Patterns; Hispanic Americans; Immigrants; *Phonology; *Pronunciation Instruction; Second Language Learning; *Spanish Speaking; Teaching Methods; Vowels
IDENTIFIERS- *Accents

This transcript and guide of a two-cassette course is designed to assist Hispanic immigrants erase their foreign accents. The course is appropriate for either individual or group study. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The author's own system of pronunciation symbols is used. (MSE)

ED 268 942 HE 019 310

Holzemer, William L.; Chambers, Donald B.
Doctoral Education in Nursing: An Assessment of Quality, 1979-1984.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; *College Faculty; *Doctoral Degrees; *Educational Quality; *Graduate Students; Higher Education; *Nursing Education; Participant Satisfaction; Program Evaluation; *Scholarship; Writing for Publication

Growth and change in the quality of doctoral education from 1979 to 1984 were analyzed, using Holzemer's program evaluation schema and a repeated measures design. Fifteen nursing doctoral programs participated in both a 1979 and 1984 study using Educational Testing Service and Graduate Program Self-Assessment (GPSA) questionnaires. A total of 14 faculty, 12 students, and 12 alumni reported their perceptions of the quality of their doctoral programs on 16 dimensions. The questionnaire consisted of about 60 statements concerning characteristics of the program, with agree-to-disagree or poor-to-excellent ratings as response options, along with demographic items, such as academic rank, tenure, and years teaching. The findings suggest that, while doctoral programs have experienced a significant growth, they have maintained a quality environment. Faculty demonstrated an increased commitment to scholarly activities as evidenced by an increase in publications, presentations, and perceptions of time spent on scholarly activities. Students in 1984 were better prepared than students in 1979 and pursued their graduate education more on a part-time basis. The evidence documents a growing scholarly maturity among nursing doctoral programs. Descriptions of the 16 GPSA summary scales are appended. (SW)

ED 268 956 IR 012 011

Video-Teleconferencing Handbook for Public Broadcasting Facilities.
Publisher Services, Inc., Alexandria, VA. Media Communications Group.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 82
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; *Broadcast Reception Equipment; Information Networks; *Marketing; Networks; Position Papers; *Production Techniques; Programing (Broadcast); *Public Television; *Teleconferencing; Television Research
IDENTIFIERS- Public Broadcasting; *Video Teleconferencing

This guide is designed to acquaint public television station managers and staff with the video-teleconferencing business. For managers, the goal is to provide an overview of the market and an understanding of the facilities and personnel required to enter it. For staff personnel who may be assigned to video-teleconferencing responsibilities, the goal is to provide a basic understanding of the various elements required in each phase of the business, i.e., marketing, production, networking, and reception. The first chapter presents a brief historical review of one-way video/two-way audio video-teleconferencing. It lists some of the key motivations that have prompted groups to employ the medium, and concludes with some observations on competitive trends that may affect the public broadcaster's future role in video-teleconferencing. The second chapter covers market identification, promotion, and public awareness practices, direct sales methods, and video-teleconference service proposals. The focus is on small-market public television stations. To facilitate reading, synopses of the remaining chapters--Production, Networking, and Reception--are provided. Each chapter covers methods, procedures, and business considerations, and includes samples, examples, and diagrams. A partial directory of video-teleconference networking agents and packagers is appended. (THC)

ED 269 011 IR 012 104

McNally, Paul, Ed.

Video in Libraries--An International Perspective. AV in Action 5.

Nederlands Bibliotheek en Lektuur Centrum, The Hague (Netherlands).

REPORT NO.- ISBN-90-6252-257-2; NBLC-50268/17474
PUB DATE- 85
NOTE- 124p.; Edited by the International Federation of Library Associations (IFLA) Round Table on Audiovisual Media. For additional reports in this series, see IR 012 100-103.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Case Studies; Children; Copyrights; *Developed Nations; Disabilities; Library Services; *Public Libraries; Technological Advancement; Videodisks; *Video Equipment; *Videotape Recordings
IDENTIFIERS- Australia; Canada; European Parliament; Great Britain; Scandinavia; United States

This collection of papers on the use of video in libraries is designed to show the many different ways in which video can help communication. After a general introduction by Paul McNally which discusses current trends in video developments, 11 case studies are presented: (1) "Using Video in Public Libraries--Motherwell District Libraries, Scotland: A Case Study" (Norman Turner); (2) "Video and Youth Services in the Public Library--United States Perspective" (Emma Cohn); (3) "Video in Children's Libraries in Sweden" (Anna-Maria Kylberg); (4) "Video Services to Cultural Groups: A London Case Study in Language Development" (Neville Price); (5) "Video in Parliamentary Libraries--Applications and Implications" (Michael R. Mann); (6) "Video in Educational Institutions--Two Examples from Australia: Use of Video in New South Wales Schools" (Martha Heeren) and "Development of the Audiovisual Library Section and Services at Swinburne" (Bill Linklater and Bonna Jones); (7) "The Use of Video in Hospitals--An Example from Great Britain" (Cecily A. Miller); (8) "Video and Library Service to the Deaf--United States" (Phyllis I. Dalton); (9) "Video in Libraries for the Visually Impaired" (William C. Byrne); (10) "FORMAT-Canada's Computerised Information System for Aduiovisual Materials" (Donald Bidd, Louise de Chevigny, and Margot Letourneau); and (11) "Video and Copyright--A Scandinavian Perspective" (Anna Johansen). Brief biographies of the contributors and their addresses are provided. (JB)

ED 268 645 EA 018 365

Hopkirk, Gerald; Newton, Earle

Towards Reconstruction of Educational Organizations: Perspectives and Possibilities.

PUB DATE- 85

NOTE- 24p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 28-31, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Organization; Bureaucracy; *Educational Objectives; Educational Philosophy; Educational Principles; Elementary Secondary Education; Foreign Countries; Governance; Informal Organization; *Management Systems; *Organizational Theories; Participative Decision Making; Power Structure; *School Organization; Values

IDENTIFIERS- Canada

This study examines the organizational structures of schools and school systems using six complementary but distinct perspectives--societal, intentional, structural, analytical, portrait, and narrative--in order to ascertain the appropriateness of structural revision in relation to changes in Canadian society. Following an examination of the assumptions behind many hierarchical organizational structures and the effects of these assumptions on individuals, some different and potentially creative assumptions are explored, which emphasize the individual rather than the organizational imperative. Temporary structures and collateral organizations are presented as suitable for experimentation with these new assumptions. Administrators are urged to examine educational structures in light of these considerations. (TE)

ED 268 672

EA 018 415

Thomas, Stephen B.

Interpreting the Education of the Handicapped Act: Recent Controversies and Future Directions.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 11p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Equal Education; Federal Legislation; Hearings; Individualized Education Programs; School Law; Special Education; *Student Rights

IDENTIFIERS- *Education for All Handicapped Children Act; Education of the Handicapped Act 1970; *Supreme Court

The Education of the Handicapped Act (EHA), as amended by the Education for All Handicapped Children Act (P.L. 94-142), reflects a long history of state and federal legislation and case law. One of the purposes of the act's revision is to ensure that a free appropriate public education is made available, in the least restrictive environment, to each handicapped child between the ages of 3 and 21. Literally hundreds of federal cases were filed during the late 1970s and early 1980s seeking judicial interpretation of both the content and the intent of the EHA. Only three of these cases, however, reached the Supreme Court: "Board of Education of the Hendrick Hudson Central School District v. Rowley" (1982); "Irving Independent School District v. Tatro" (1984); and "Smith v. Robinson" (1984). Each of these cases is summarized briefly in sections of this paper. A fourth section identifies future directions in this area based on precedents established by the Supreme Court in these three cases. Educational units will make a greater effort to guarantee that available due process procedures are both adequate and comprehensive; and many future controversies are now more likely to be settled in administrative hearings. As the EHA has been interpreted by the majority of the Supreme Court, the only handicapped children who will attempt to vindicate their rights in federal court are those who can afford legal action. (MLF)

ED 268 686

EA 018 432

Curcio, Joan L.; Manning, Edna M.
Public Information Programs Are Good Policy.
PUB DATE- Mar 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; Child Abuse; Community Involvement; Elementary Secondary Education; Policy Formation; *Public Relations; Public Support; School Community Relationship; School Publications
IDENTIFIERS- Tuloso Midway Independent School District TX

The example of the Tuloso-Midway Independent School District of Corpus Christi, Texas, points out the community support benefits to be gained from an effective public relations policy. Such policies should be develped before a crisis destroys opportunities for widespread support. The system should assess its current communications needs first, then review the system's ability to provide the necessary time and resources. Drawing on this information, the board can then draft an appropriate policy. The policy document should include a statement covering the reasons for establishing a policy, designation of those responsible, provisions for regular development of public relations plans based on current conditions, and a method for regular evaluation. In addition to discussing policy needs and policy development, this article reviews significant reasons for making public communication a priority, suggests several kinds of publications that districts can produce, lists strategies for involving the community, identifies additional sources of information about public relations, and emphasizes the importance of maintaining good relations with the local media. (PGD)

ED 268 717 EC 182 321

Downes, Meta M.; And Others
A Comparison of the Receptive Discrimination Skills of Hearing Impaired and Normal Hearing College Students for English and Foreign Languages.
PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Discrimination Learning; *Hearing Impairments; Higher Education; *Language Skills; *Receptive Language; Second Language Instruction; *Second Language Learning

Ten hearing impaired college students and 10 normal hearing students were given receptive speech discrimination tests in English, French, and Spanish. No significant differences between English and foreign language discrimination scores were found for the normal hearing Ss. The hearing impaired Ss had significantly lower discrimination scores for foreign language than English. Findings suggested that foreign language instruction should be modified to de-emphasize hearing and speaking components. It was also concluded that the difference in performance in foreign languages by hearing impaired students is not purely auditory, but stems from lack of higher level cognitive and semantic aspects. (Author/CL)

ED 268 750 EC 182 354

The Status of Handicapped Children in Head Start Programs. Twelfth Annual Report of the U.S. Department of Health and Human Services Provided to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Health Services; *Incidence; Outreach Programs; *Preschool Education; Services; Student Evaluation
IDENTIFIERS- *Project Head Start

The report analyzes the status of handicapped children in Project Head Start from 1983-84. Following an overview of Head Start policies on services to handicapped children, the report describes questionnaire content. Detailed findings are then presented for the following topics: number of handicapped children enrolled in Head Start programs, types of handicaps, severity of handicaps, outreach and recruitment, diagnosis and assessment of handicapped children, mainstreaming and special services, and coordination with other agencies. Among findings are an increase of 4,431 in the number of handicapped students served from 1983 to 1984; an increase in the percent enrollment of students diagnosed as handicapped; and enrollment of at least one handicapped child in 98.6% of all Head Start programs. Services included education, parent involvment, social services, and health services. (CL)

ED 268 783

FL 015 599

Jackson, Faith L.; Williamson-Ige, Dorothy K.

White Students' Judgments of Education and Social Mobility of Black English Speakers.

PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Dialects; *Black Stereotypes; College Students; Educational Attainment; Education Majors; Higher Education; Language Attitudes; Language Variation; *Racial Bias; *Social Bias; Social Mobility; *Student Attitudes; Teacher Education; *White Students

The study described here concerned the perceptions of White college students in a college of education about the educational, professional, and social status of speakers of Black English. The subjects were 46 students in two undergraduate classes in communication disorders. Each class was presented with a different recording of a passage about a grandfather, one version spoken in Black English and the other spoken in standard English. The students then responded immediately to a semantic differential scale composed of 10 statements alluding to the speaker's educational, professional, economic, and social credibility. Results indicated that the standard English speaker scored higher on all 10 statements on the semantic differential scale, strongly supporting the commonly-held idea that most standard-English-speaking teachers prefer similar speech behavior from their students and that standard English usage is equated with being well educated. It is recommended that increased efforts be made to educate future teachers in the complexities of language and linguistic variation, lessening linguistic prejudices toward Black English. (MSE)

ED 268 997 IR 012 086

Formative Evaluation of "Measurement: The Difference between Perimeter and Area" and "Measurement: Dividing Regions into Subregions for Finding Area" from Math Works. Research Report 94.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- May 85
NOTE- 31p.
AVAILABLE FROM- Agency for Instructional Technology, PO Box A, Bloomington, IN 47402-0120 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Educational Television; Elementary Education; Formative Evaluation; Grade 5; *Instructional Effectiveness; *Mathematics Instruction; Mathematics Materials; Pretests Posttests; Qualitative Research; Research Methodology; *Student Attitudes; Tables (Data); *Videotape Recordings

Math Works is the fifth grade component of the "Mathematics for the '80s" project, a series of 28 video programs and related material developed by a consortium of state and provincial education and television agencies. A formative evaluation of Math Works programs (9 and 25) was conducted to assess the instructional effectiveness and general appeal of these and other programs in the Math Works series. For Math Works Program 9 ("The Difference between Perimeter and Area"), the sample consisted of more than 400 children, principally fifth graders, in ten schools. For Program 25 ("Dividing Regions into Subregions for Finding Area"), the sample consisted of 107 boys and 83 girls, principally fifth graders from eight schools. Both samples included rural, suburban, and innercity schools. Qualitative data were used primarily to assess the appeal of the programs and to determine needed instructional enhancement; pre- and posttests were used to measure the instructional effectiveness of the programs. T-tests were performed to determine whether student performance significantly increased from the pretest to the posttest. Results indicate: (1) after each program, students' feelings toward mathematics were virtually unchanged; (2) students liked both programs slightly more than they liked mathematics; (3) students fared well on items related only to story line (91.8% correct), although their performance declined on items which asked them to recall the application of a concept within a story (41% correct); (4) results of analysis of variance for sex were inconclusive; and (5) students could identify with the characters in the story, but felt that some dramatic segments were confusing or unrealistic. Appendices contain a list of cooperating agencies, program summaries, and the pre- and posttests. (JB)

ED 268 659 EA 018 384

Finances of Public School Systems in 1982-83. Government Finances.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- GF83-10
PUB DATE- Jan 85
NOTE- 70p.; For the 1979-80 report, see ED 212 066.
AVAILABLE FROM- Customer Services Section (Publications), U.S. Bureau of the Census, Washington, DC 20233 ($3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditures; Higher Education; *Income; National Surveys; Public Education; Resource Allocation; School Districts; *School Statistics; School Support; State Federal Aid; Tables (Data)
IDENTIFIERS- Debt

This report provides statistics for the 1982-83 fiscal year on the revenues, expenditures, debt, and financial assets of public school systems, including public higher education, in the the United States. The information, collected by the U.S. Census Bureau, is presented for the nation as a whole, for the states, and for individual school systems with enrollments of 15,000 or more. The report consists of two parts: an introduction and a set of tables. The introductory section describes the scope of the Census Bureau's school finance data collection activities, major findings of the 1982-83 survey, and sources and limitations of the data. The nine tables present national totals of public school financial data (tables 1 and 2), sources of revenue and allocations of expenditures by the states (tables 3 through 6), state totals for indebtedness and cash and security holdings (table 7), and financial statistics for large school systems (tables 8 and 9). Among the general findings of the survey were that revenues increased by 5.1 percent and expenditures by 6.2 percent over the previous year, and that both federal and state financing dropped while local support rose. Definitions of selected terms are supplied. (PGD)

ED 268 700

EC 182 303

A Guide to Education for Children with Osteogenesis Imperfecta. What Is OIF? Care of an Osteogenesis Imperfecta Baby and Child.

Ostegenesis Imperfecta Foundation, Inc., Manchester, NH.

PUB DATE- 83
NOTE- 28p.
AVAILABLE FROM- OIF, Inc., P.O. Box 838, Manchester, NH 03105 (free to parents and educators).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; Daily Living Skills; Elementary Secondary Education; *Equal Education; Individualized Education Programs; Infants; Organizations (Groups); *Physical Disabilities; Toys
IDENTIFIERS- *Osteogenesis Imperfecta

Three pamphlets provide basic information on the care and education of children with osteogenesis imperfecta (OI) a lifelong liability to fractures due to imperfectly formed "brittle bones." The first brochure, a guide to eduction for children with OI, addresses the importance of attitudes, the value of early education, public school enrollment, due process, individualized education programs, classroom adjustment, and college attendance. The second brochure describes the development and functions of the Osteogenesis Imperfecta Foundation, Inc., a voluntary national health organization. The final pamphlet provides suggestions for the care of babies and children with OI and answers questions about such aspects as home management, clothing, food, first aid, and day to day care for chldren wearing a body cast. Information on helpful equipment and toys concludes the pamphlet. (CL)

ED 268 815

FL 015 651

Caldwell, David

Silent Film in the German Classroom.

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Kansas City, KS, April 11-13, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Education; Difficulty Level; *Discussion (Teaching Technique); *Film Study; *German; Higher Education; *Media Selection; Second Language Instruction

In addition to using films in the German classroom to introduce students to German culture and history, it is important to show and study the film as film. This procedure emphasizes the importance of the film as a part of creative arts in Germany and demands student participation in observation and discussion. Many German silent films are accessible and reasonably priced, and they can be shown in one or two class periods. Silent films are appropriate to any language level, with discussion limited only by the students' abilities to express themselves and, to some extent, by the film's visual style. Noteworthy film techniques can be examined, including camera angle and movement, techniques for expressing meaning without sound, special effects, and movement within the film. Cultural and socioeconomic elements can be assessed, including the influence of artistic trends and attitudes toward the United States. (MSE)

ED 268 830

FL 015 675

Stieber, Hertha

Developing Learner Autonomy through Materials.

PUB DATE- 86

NOTE- 6p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiovisual Aids; Class Activities; *Classroom Techniques; Clothing; Foreign Countries; *German; *Independent Study; Narration; *Personal Autonomy; Second Language Instruction; *Student Projects; *Teacher Developed Materials

IDENTIFIERS- Fashion Shows; Ireland

A German language class project designed to develop individual learner autonomy involved a third-year class and a sixth-year class of girls in the production of a fashion show using slides and narration. A variety of related class activities were used: choosing pictures, making suggestions to people about what to wear, analyzing clothing types, discussing clothing preferences, and describing clothes the students wore as children or clothing worn by children of other generations. The topic of clothing was determined from a survey of the students, but other topics appropriate for a similar project include vehicles, animals, and pop stars. (MSE)

ED 268 846 FL 015 691

Tetley, William

Les droits linguistiques et scolaires au Quebec et au Canada (Linguistic and Educational Rights in Quebec and Canada).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- CIRB-B-152; ISBN-2-89219-163-7
PUB DATE- 86
NOTE- 56p.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional Law; English; Foreign Countries; French; Futures (of Society); *Language of Instruction; *Language Planning; *Laws; Minority Groups; *Official Languages; Private Schools; Public Schools; State Government
IDENTIFIERS- *Canada; Manitoba; New Brunswick; Ontario; *Quebec

A review of the language laws and conventions in Canada and the province of Quebec focuses on: Canadian constitutional law concerning education and language, including the 1867 constitution, the 1960 declaration of linguistic rights, and a 1969 law on official languages; the language of government and instruction in Manitoba; language usage in the population and in official matters, and the law recognizing two linguistic communities in New Brunswick; language of instruction and government in Ontario; personal experiences with language-related policy in Quebec province since 1968; the Parti Quebecois and Law 101 establishing the primacy of French in Quebec; the 1982 modification of the Canadian constitution concerning official languages, language of instruction, and minority language use in instruction; and legislation and policy concerning language of instruction in private and public schools. One conclusion is that Canada has failed to promote and to protect its two principal languages, French and English, but that opportunities exist to do so in the future. (MSE)

ED 268 971

IR 012 033

Klein, Jennifer

Legislative Telecommunication Services: Services, Facilities and Options. One in a Series of Papers on Alaskan Telecommunications.

Alaska State Senate, Juneau. Rural Research Agency.

PUB DATE- Aug 84

NOTE- 24p.; For a related report, see IR 012 034.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Citizen Participation; Data Processing; Electronic Equipment; Electronic Mail; *Information Dissemination; *Information Networks; Information Services; Interviews; State Agencies; State Government; *State Programs; Statewide Planning; *Telecommunications; *Teleconferencing; *Telephone Communications Systems

IDENTIFIERS- *Alaska

This document provides an overview of Alaska's Legislative Teleconference Network (LTN), which was created to broaden two-way contact between constituents and state legislators through the use of telephone, teleconferencing, and data communications. An executive summary precedes the main report, which focuses on the two entities of the Legislative Affairs Agency (LAA) that administer telecommunication facilities--the Division of Public Services (DPS), which provides information on legislative activity via Legislative Information Offices (LIO's), Legislative Teleconference Centers (LTC's), and Volunteer Teleconference Sites (VTS's); and the Legislative Data Processing center, which is responsible for statewide legislative data communications. Topics addressed include: (1) history and goals of the LTN and DPS; (2) types of facilities and functions maintained by the DPS; (3) equipment leased and owned by the DPS; (4) non-legislative use of the LTN; (5) services of the Data Processing Center within the LAA; (6) equipment leased and owned by the LAA computer network; (7) future plans to improve telecommunication services; and (8) three recommendations resulting from this study. A 16-item bibliography and list of persons interviewed for the report are included. (JB)

ED 268 618

CS 505 287

Meulemans, Thomas

Precautions in Applying Forensic Experiences to Classroom Practices.

PUB DATE- 1 May 86

NOTE- 5p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Debate; Faculty Advisers; High Schools; Persuasive Discourse; *Speech Communication; *Speech Instruction; *Student Characteristics

IDENTIFIERS- *Debate Coaches

A high school speech communication instructor who also coaches the debate team has drawn a number of conclusions regarding concurrent teaching and coaching. First, forensic programs generally take too much time and energy from classroom work, and an inordinate amount of relaxation and "recharge" time. Forensic coaches who teach need superhuman powers to continue long with the logistics of dealing with the different levels of debate skills and organizing competitions, and at the same time handle classroom paperwork while "on the road." Second, forensic programs may lead coaches to expect that the students they work with so closely in forensics have the same tastes and personality characteristics found in their classroom students. They soon discover, however, that forensic participants tend to be more dedicated to extra hours of work, and to have wider and more eclectic tastes and a more sophisticated level of appreciation for the arts than do classroom students. Third, forensic programs tend to make coaches almost unconsciously expect certain conventionalizations of the forensic world to carry over into classroom speaking. Generally, however, classroom audiences have not been conventionalized in the same manner. Fourth, forensic coaches have the opportunity to become very friendly with team members, but this can inhibit the maturity of participants, and can lead to perceived favoritism in the classroom. Finally, forensic programs stress styles, formats, and purposes that may be at odds with, or at least not include, very legitimate goals of classroom communication instruction. (HTH)

ED 268 734

EC 182 338

Karon, James P.

Report on the Rhode Island Project to Evaluate Special Education Resource Programs.

Rhode Island State Dept. of Education, Providence.

PUB DATE- Feb 84

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Disabilities; Elementary Secondary Education; Parent Attitudes; Program Costs; *Program Effectiveness; *Resource Room Programs; *Self Evaluation (Groups)

IDENTIFIERS- *Rhode Island

To evaluate the effectiveness of special education resources in Rhode Island school districts, a self-study guide was completed b two districts and an effectiveness study performed in six other districts. The six district study gathered survey data from parents, resource teachers, and regular educators and analyzed program and performance data from student records. Results included that two-thirds of the parents reported good or very good progress in their child, that five out of six regular educators believed in the effectiveness of the special education resource program, and that resource teachers claimed that approximately one-third of the resource students were achieving a high rate of progress. Analysis further revealed that teacher caseload was significantly related to parent opinion on the effectiveness of the program and that class size was correlated with students' test performance. Findings were also reported regarding program cost and program effectiveness (including that students in high cost programs made stronger educational gains per year than students in low cost programs), communication and recent training. (CL)

ED 268 860 HE 019 225

Funding and Legislation Relating to State-Supported Colleges and Universities, 1985 General Assembly and 1985 First Extraordinary Session. Legislative Summary.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Sep 85
NOTE- 63p.; Some pages may be marginally legible due to small print.
AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgeting; Capital Outlay (for Fixed Assets); *Educational Finance; Government School Relationship; *Higher Education; Operating Expenses; Political Influences; *Public Colleges; Resource Allocation; Salaries; *State Aid; State Boards of Education; State Colleges; *State Legislation; State Universities; Trend Analysis
IDENTIFIERS- *Arkansas

Actions taken on higher education by the 1985 Arkansas General Assembly and the First Extraordinary Session are summarized. Successful and unsuccessful legislation are identified, and the appropriation and funding process for each institution is shown in chart form. The general revenue appropriations for higher education for the 1985-1987 biennium are also summarized. The following tables are included: institutional requests and State Board of Higher Education recommendations, legislative appropriations, allocations in the Revenue Stabilization Act, 1985-86 funding estimates, and allocations of the promotion grants fund. Historical trends for higher education funding compared to state support of other agencies are also covered, along with actual general revenue distributed to public higher education for the last three biennia. Maximum authorized salary levels for selected key college positions are also listed. State recommendations for general improvement fund projects (e..g, maintenance, libraries, and instructional equipment) are also considered, along with the resulting Revenue Stabilization Act. Legislation and resolutions adopted in 1985 are listed and briefly described, and specific actions taken by the state senate and house on each bill are documented. (SW)

ED 268 874 HE 019 239

Anderson, Kristine L.

College Contexts, Student Integration, and Educational Attainment. ASHE 1986 Annual Meeting Paper.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Feb 86

NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

GRANT- NIE-G-82-0035

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Aptitude; Academic Aspiration; *Academic Persistence; *Educational Attainment; Educational Background; Educational Quality; Goal Orientation; Grades (Scholastic); Higher Education; *Institutional Characteristics; Longitudinal Studies; *Predictor Variables; Prestige; Research Methodology; School Size; Socioeconomic Status; *Student Adjustment; *Student Characteristics

IDENTIFIERS- *ASHE Annual Meeting; National Longitudinal Study High School Class 1972; Status Attainment Theory; Tinto Theory

College student persistence and overall educational attainment were studied, based on data from the National Longitudinal Study of the High School Class of 1972. Attention was directed to the influence of student socioeconomic status, academic aptitude and preparation, educational goal commitment, college quality/selectivity, college orientation to academic/graduate education versus vocational sub-bachelor's degrees, college size and complexity, and average student involvement. The analysis is based on a causal model derived from the sociological status attainment and conflict paradigms and from Tinto's model of college persistence/withdrawal. Statistical analysis involved Joreskog and Sorbom's technique for maximum likelihood estimation of models with multiple indicators of latent constructs: LISREL (linear structural relationships). Analyses were conducted separately for males and females who entered college in academic programs in fall 1972. Results show significant effects of students' social and academic background, institutional characteristics, integration and performance in college, and goal commitment after college entrance. Findings indicate the importance of examining dimensions of institutions other than the commonly used selectivity or quality dimension. (Author/SW)

ED 268 887 HE 019 252

Barak, Robert J.

A Perspective on the Antecedents, Present Status, and Future Developments of Academic Program Review in Higher Education. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Accrediting Agencies; *College Programs; Decision Making; *Educational Quality; Evaluation Criteria; Higher Education; *Needs Assessment; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *ASHE Annual Meeting

Past and current developments in academic program review and future prospects are considered, along with seven myths about the adoption and use of program review in higher education. Antecedents of program review include: the development of specialized study programs, the emergence of regional and specialized accreditation and efforts to assess program quality, and the development of improved evaluation techniques. A shift has occurred from reviews primarily undertaken as self-assessment of a program by its faculty to a largely external evaluation for the purpose of institution-wide decision-making concerning planning priorities and budgeting. The demand for accountability requires that the evaluations be undertaken through an objective process. Six outstanding characteristics of program review today are as follows: the use of reviews is widespread; it has become more comprehensive; it is more systematic and formal; its purpose has shifted from formative to summative; it is being more closely tied to other decision-making processes; and attitudes about program review are changing. Myths include: accredited programs do not need review; identifying evaluation criteria is the most difficult step; and program review is synonymous with program discontinuance. A list of 38 reference sources concludes the report. (SW)

Reid, John Y.
The Unbearable Lightness of "Integrity in the College Curriculum." ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Educational Attitudes; *Educational Objectives; *Educational Philosophy; Higher Education; Learning Experience; Position Papers; Reports; Skill Development; *Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; *Integrity in the College Curriculum

Perspectives on the 1985 Association of American Colleges' report, "Integrity in the College Curriculum," are presented, with attention to connections between the report and ideas from the nineteenth and twentieth centuries. Using quotes from philosophers and scholars, attention is directed to: why the report was written and what it is about, how the report was received, and weaknesses of the report. The report claims there is a crisis in American education, a decay in the college course of study, and an indifference on the part of faculty who focus more on academic careers than on teaching. The report identifies nine experiences basic to a coherent undergraduate education. This paper argues that the report says nothing new, and the notions about the curriculum are distillations of ideas promoted by faculties of today and yesterday. Views about the report are supported by the positions of thinkers such as Dewey, Newton, and Henry Adams. The following views are presented: the report is not in the main current of intellectual thought; listing curricular essentials is an act of futility; the report is not grounded in a sensible notion of history; and the report provides scant evidence of any recognition of fundamental changes in the world and people's perceptions of it. (SW)

ED 268 915 HE 019 282

College Enrollment Holds Steady, Survey Shows. American Council on Education News.

American Council on Education, Washington, D.C.

PUB DATE- 86
NOTE- 8p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Washington, DC 20036 (free with self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Attendance; Community Colleges; *Enrollment Trends; Full Time Students; *Graduate Students; *Higher Education; National Surveys; Part Time Students; Private Colleges; Professional Education; State Colleges; *Undergraduate Students

Results of a national survey of college enrollment trends for fall 1985 are summarized. Based on enrollment figures from more than 70% of U.S. colleges and universities, it was found that overall college and university enrollments continued to hold relatively steady, despite shrinking numbers of high school graduates and 18- to 24-year-olds. College officials attributed the enrollment stability to improvements in academic programs, increased enrollment of graduate students, and stepped-up recruitment of both traditional and nontraditional students. Some officials who reported enrollment declines cited higher tuition as a factor. Additional findings include: full-time enrollment was down 2% overall, but was stable among private institutions; community colleges showed an estimated 4% decrease in full-time enrollment; for public institutions, part-time enrollment increased by 1.7%; overall enrollment of first-time full-time freshmen increased by about 1%, while at four-year public institutions, it increased by 2%; enrollment for first professional degrees dropped by 2%, but graduate enrollment increased by an estimated 3.5%; in all, 27% of institutions reported significant decreases in full-time enrollment; and another 14.8% of institutions reported significantly increased full-time enrollment. (SW)

ED 268 929 HE 019 297

Dahllof, Urban

The Ecology and Merit-Value of Postgraduate Studies.

National Swedish Board of Universities and Colleges, Stockholm.

PUB DATE- Feb 86
NOTE- 15p.
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; *Doctoral Degrees; *Educational History; Enrollment Influences; *Foreign Countries; *Graduate Study; Higher Education; Humanities; *Intellectual Disciplines; Liberal Arts; Sciences; Social Sciences; Theological Education
IDENTIFIERS- *Sweden

Variations in the number of doctoral degrees awarded by Swedish universities since 1890 are being studied. Within a certain field of study, variations are found both at a national level between different periods, and at an institutional level between different universities. The focus is on the faculties of liberal arts, divinity, social science, and science during the period 1890-1940. A limited number of disciplines since 1940, mainly within the humanities and the social sciences, are also considered. The 1890-1940 period was characterized by limited numbers and sizes of available grants for postgraduate studies, as well as limited opportunities for university teaching positions. The analysis focused on the number of doctoral degrees for each of the four areas of study as well as for specific disciplines, and the number of degrees compared to the rate of increase in the number of professorial chairs. In future stages of the project attention will be directed to dissertation developments and the specific professional labor market conditions for doctoral degree graduates, as well as differences between universities in dissertation developments. Also considered in the project are comparisons with other Nordic countries in doctoral degrees awarded. (SW)

ED 268 985 IR 012 051

Millar, Garnet; MacLeod, Alan

Microcomputer Learning Project. Willow Creek School Division No. 28.

Willow Creek School Div. No. 28, Claresholm (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Sep 84
NOTE- 136p.
AVAILABLE FROM- Planning Services Branch, Alberta Education, 11160 Jasper Ave., Edmonton, Alberta, Canada T5K 0L2 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; *Computer Assisted Instruction; *Computer Literacy; Gifted; Hypothesis Testing; Inservice Teacher Education; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Microcomputers; Questionnaires; Research Methodology; Student Attitudes; Students; Tables (Data); Teaching Methods
IDENTIFIERS- *Alberta

Comparative research was conducted using gifted and average upper elementary and junior high school students to determine the effectiveness of utilizing microcomputers for the development of computer literacy and the implementation of curriculum courseware. Eighty students were selected as the treatment group and received instruction in the understanding and application of microcomputers; 42 students served as the control group and received no direct instruction in the use of microcomputers. A non-equivalent control group pretest/posttest design was used, and analysis of variance was undertaken to interpret the differences in standardized test results between the two groups. Qualitative analysis involved use of questionnaires, focused interviews, and data gathered by external project evaluators. Results indicate: (1) the treatment group (gifted and regular project students) showed more instances of creative thinking on all sub-tests of the Test of Divergent Thinking (TDT) and scored higher on the reading comprehension sub-test of the Canadian Test of Basic Skills (CTBS) than the control group; (2) the computer literacy questionnaire showed major trends toward enhanced literacy for both groups; (3) gifted students in the treatment group learned a greater number of mathematics concepts and expressed a greater degree of satisfaction with programming and graphics activities than did regular students; and (4) teacher inservice programs were judged to be relatively successful. A list of references is provided and copies of questionnaires used; additional information about the study and descriptive statistics are appended. (JB)

ED 268 632

EA 018 348

Hickrod, George Alan Karnes; And Others

The Decline and Fall of School Finance Reform in Illinois. A Study of the Politics of School Finance: 1973-1986.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

SPONS. AGENCY- Illinois School Problems Commission, Springfield.; Illinois State Univ., Normal. Graduate School.

PUB DATE- 85

NOTE- 44p.; An update of a 1983 report, see ED 236 775.

AVAILABLE FROM- Center for the Study of Educational Finance, Dept. of Educational Administration and Foundations, De Garmo 331, Illinois State University, Normal, IL 61761 ($1.00 for postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equal Education; Equalization Aid; *Finance Reform; State Programs

IDENTIFIERS- *Illinois

The school finance equity efforts that began in Illinois in the early 1970s collapsed during the early 1980s, partially as a result of poor economic conditions affecting the entire state budget. This monograph opens with a review of the school finance reform events that have unfolded in Illinois since 1973, when major reforms were first enacted into law. The monograph then describes the underlying values, focused around equalization of educational opportunity, according to which the effects of the 1973 refoms and the subsequent modifications of those reforms should be evaluated. A description of procedures used to monitor school finance equity in Illinois follows, and the results of the monitoring process are analyzed. The monograph concludes with an assessment of the forces working against a concern for equity in Illinois school finance and reviews the "wave theory" of revolution and reform, a theory that suggests that efforts to change and efforts to resist change alternate in their influence through history. Appendixes contain charts and tables documenting the findings of the equity monitoring process. Factors in the computation of Gini coefficients are also appended. (PGD)

ED 268 687

EA 018 433

Greene, Myrna; Lahti, Mel

A Study of Teachers Who Leave the Teaching Profession.

PUB DATE- Jun 84

NOTE- 32p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Change; Career Choice; Elementary Secondary Education; Foreign Countries; Labor Turnover; Predictor Variables; Teacher Attitudes; *Teacher Characteristics; Teacher Education; *Teacher Persistence

IDENTIFIERS- Canada; University of Lethbridge (Canada)

A 1983 survey of graduates with bachelor's degrees in education from the University of Lethbridge in Canada indicated that almost 3 in 10 had left or never entered the teaching profession. This pilot study examined test and questionnaire response data for 177 former students out of 1,809 who had received a B.Ed. degree since 1972. Of these respondents, 21 submitted to telephone interviews including questions concerning attitudes toward career success. The researchers used statistical analysis to seek variables discriminating between teachers and non-teachers. Of those teaching, 78 percent planned to continue teaching. Half of the non-teachers indicated interest in returning to teaching. The findings suggested that women were more likely to leave teaching temporarily but that neither sex was more likely to leave permanently. The reasons for leaving did differ by sex: women cited staying home and men cited career or job changes as major reasons. The academic abilities of teachers and non-teachers were similar. Personality characteristics accounted for only a small percentage of the variance between the groups. Measures of attitudes toward career success showed the teachers more concerned with salaries and autonomy and less with personal satisfaction and opportunities for advancement than non-teachers. (PGD)

ED 268 718 EC 182 322

Chang, Moon K.

Advance Organizer Strategy for Educable Mentally Retarded and Regular Children.

PUB DATE- 86

NOTE- 22p.; An earlier version of this manuscript was presented at the International Special Education Congress (Nottingham, England, July 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Advance Organizers; *Films; *Mild Mental Retardation; *Retention (Psychology); Secondary Education; Teaching Methods

The study examined the effects of an advance organizer on the learning and retention of facts and concepts obtained from a sound film by educable mentally retarded (N=30) and regular children (N=30) in a mainstreamed secondary public school class. Also examined was the interaction between the advance organizer and ability levels of the Ss. Results indicated facilitative effect of the advance organizer for both groups; however, ability levels did not differentially affect the learning outcomes. The implications for teachers in the mainstreamed class include the desirability of teachers previewing advance organizers of films rather than previewing the film in its entirety. References and data tables are appended. (Author/CL)

ED 268 751

EC 182 355

There Ought to Be a Law? Ensuring State-Wide Services for Disabled and At-Risk Infants and Toddlers.

National Center for Clinical Infant Programs, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 85
NOTE- 33p.; Based on a meeting sponsored by Project Zero to Three (Washington, DC, June 6-7, 1984).
GRANT- DHHS-MCJ-113271-01-1
AVAILABLE FROM- National Center for Education in Maternal and Child Health, Ground Floor, Suite 1, 3520 Prospect St., N.W., Washington, DC 20005 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; High Risk Persons; Infants; *Policy Formation; Program Development; *Program Implementation; State Legislation; *State Programs; Young Children

The paper explores policy options for beginning, expanding, or establishing services for disabled and at-risk infants and toddlers in a state. An initial section outlines characteristic advantages and drawbacks of options in three areas: legislative action (mandatory, phase-in, and non-mandatory legislation), executive action, and interagency agreements. Considerations in policy planning are examined, including the population to be served, agency responsibilities, personnel, and procedural safeguards and accountability. Questions are posed regarding the planning process as well as the content of policy and/or legislation, with suggestions offered to avoid common pitfalls. Appended materials include a reference list, a profile of states' mandated age of eligibility for preschool elementary school special education services, a matrix summarizing state legislation, a chart of state agencies responsible for educational services to handicapped preschool children, a chart summarizing the current status of all states on major special education dimensions (including state consultant names and phone numbers), and a synopsis of states by federal program networks. (CL)

ED 268 768 EC 182 373

Steckelberg, Allen L.; Vasa, Stanley F.
Paraprofessional and Teacher Perceptions of Their Role Relationships.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Paraprofessional School Personnel; *Role Perception; *Special Education Teachers; *Teacher Attitudes; *Teacher Role

This study investigated differences between teachers' and teacher aides' perceptions of their relationship along the dimensions of authoritative/democratic supervision style, ownership of classroom outcomes, role dynamics of the relationship, and the perceived adequacy of the other participant. Results were obtained through administrations of four subscales consisting of polar adjectives concerning the dimensions of interest to 35 teacher and 34 teacher aides at four sites. Mean scores for both groups indicated that the relationships were viewed positively. Multivariate analysis of variance procedures indicated a significant difference between the teachers and the teacher aides on the set of dependent variable. Stepdown follow up produced a significant difference on the authoritarian/democratic dimension but the remaining residualized variables were not significant. It was concluded that teachers and teacher aides may view their relationship differently and that further study of their relationships is warranted. (Author)

ED 268 784 FL 015 600

Niemi, Jussi, Ed.; Koivuselka-Sallinen, Paivi, Ed.
Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985). AFinLA Series No. 40.
Finnish Association for Applied Linguistics, Helsinki.
REPORT NO.- ISBN-951-9388-29-X
PUB DATE- 85
NOTE- 156p.; For individual papers, see FL 015 601-13.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Clinical Diagnosis; Finnish; High Risk Students; Language Fluency; *Language Handicaps; Language Research; *Linguistic Theory; *Neurolinguistics; *Neurological Impairments; Phonology; *Rehabilitation; Research Methodology; *Speech Handicaps; Vocabulary Development

A collection of papers on neurolinguistics includes: "Communication Strategies in Aphasia" (Elisabeth Ahlsen); "Speech Planning in the Light of Stuttering" (Ann-Marie Alme); "L. S. Tsvetkova's Aphasia Rehabilitation Method and Its Applications" (Ritva Hanninen); "Semantic Aphasia and Luria's Neurolinguistic Model" (Birgitta Johnsen); "Aphasic Speech Errors and Their Linguistic Interpretation" (Pirkko Kukkonen); "Word Fluency: A Task Analysis" (Matti Laine); "Speech and Language Disorders in a Dialysis Encephalopathy Patient and the Effect of Desferrioxamine and Reverse-Osmosis Water Treatment" (Matti Lehtihalmes, Reijo Aulanko, Martin von Bonsdorff); "Language Impairment in Alzheimer's Disease and Vascular Dementia" (Maire Lempinen, Raimo Sulkava, Timo Erkinjuntti); "Neurolinguistic Aspects of Finnish Posterior Aphasia" (Jussi Niemi, Paivi Koivuselka-Sallinen); "Fragile X Speech in Finnish: Phonological Observations" (Jussi Niemi, Erkki Vilkman, Unto Ikonen); "The Great Neurolinguistics Methodology Debate" (Loraine Obler); "Clinical Logopedics: A Diagnostical Review of Speech and Language Disorders in a Group of High-Risk Children" (Marjatta Parre, Ulla Strom, Katarina Michelsson); and "Aphasia Syndromes and Their Recovery" (Ivar Reinvang). (MSE)

ED 268 800 FL 015 616

Kaiser, Ann P.; Blair, Gillian

Naturalistic Contingencies in Mothers' Interactions with Normal and Retarded Children.

PUB DATE- 25 Aug 85
NOTE- 22p.; Version of a paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Interpersonal Communication; *Language Acquisition; Language Research; *Language Styles; *Language Usage; *Mental Retardation; *Mothers; *Parent Child Relationship; Questioning Techniques

A study of mother-child interaction focused on the contingent responses children make to various mother strategies to elicit language and the mothers' frequency of using that tactic. The subjects were six normal and four retarded children, matched for general language skills, and their mothers. Mother-child interactions videotaped at home were coded for the potential teaching functions of the mother utterances and the pragmatic functions of the child behaviors. It was found that the mothers of retarded and normal children were similar in terms of general language usage and number of utterances but that the tactics the mothers used to elicit verbal behavior were different. Both groups used all four defined tactics, but mothers of retarded children relied significantly more on modeling, and mothers of normal children showed a more balanced use of strategies. Analysis of child responsiveness showed that normal children were generally more responsive, but not significantly. The correctness of child responses was analyzed as well as the relationship between frequency of mother use of a tactic and frequency of spontaneous speech. Further research on the differential interaction between mothers of normal and handicapped children is recommended. Several tables and graphs are included. (MSE)

ED 268 943 HE 019 311

Maryland Statewide Plan for Postsecondary Education.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Feb 86
NOTE- 63p.
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Planning; College Programs; College Role; Educational Finance; Enrollment Trends; Institutional Mission; *Mission Statements; *Postsecondary Education; *Private Colleges; Proprietary Schools; *State Colleges; State Universities; *Statewide Planning
IDENTIFIERS- *Maryland; University of Maryland

Maryland's state postsecondary education system is described, along with actions to address state needs, and institutional roles and missions. The types of institutions are distinguished and information is provided on enrollments for individual community colleges, state universities and colleges, and private institutions. Planning assumptions are also considered, with attention to the traditional college-aged population, the population older than the traditional college student, student program interests, the state's economy, access to educational resources, quality, and competition for funding. The following actions to address state needs are covered: enhancing the University of Maryland system, strengthening undergraduate education, improving partnerships with both the public schools and with business and industry, providing greater focus for campus activities, centers for excellence, graduate studies in Baltimore, implementation of the state's equal educational opportunity plan, increasing funding, and expanding accountability mechanisms. Mission statements are provided for community colleges and state colleges and universities concerning degrees offered, programs, enrollments, research, and public service, and specific information is provided on some of these areas for 14 institutions or branches. (SW)

ED 268 957 IR 012 012

A Market Case Study of Telecourse Promotion.

Market Facts, Washington, D.C.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Nov 82
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Television; *Higher Education; Institutional Characteristics; *Marketing; Programing (Broadcast); Student Characteristics; *Telecourses; Television Research
IDENTIFIERS- *Market Research; *Public Broadcasting

A study was undertaken in 1981 to evaluate the telecourse campaign supported through the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS). This report contains a summary of promotional strategies used in six selected markets and an evaluation of the effectiveness of these strategies. The objectives of the study were to: identify successful promotional techniques; describe the end-user of telecourses by demographics, occupational role, or college profile; provide market planning advice and suggestions for future promotional efforts; and measure telecourse reach and penetration. Data were collected via: (1) interviews with participating public television stations; (2) interviews with participating schools; (3) interviews with non-participating schools; (4) surveys of students enrolled in telecourses; and (5) surveys of the general audience. Findings are summarized in the following areas: station and college experience; station recruiting; college attitudes and motivation; advertising and promotion; general audience awareness of telecourses and promotion; general audience telecourse viewing; general audience motivation; telecourse student profile; telecourse enrollment; students' awareness of telecourse advertising; student motivation for enrolling; student viewing habits; satisfaction; and future intentions. The executive summary includes an overview of the study, its purpose and objectives, a summary of the findings, and conclusions. The document also contains recommendations, findings, and a description of the survey methodology. (THC)

ED 269 012 IR 012 321

Ridley, William J.; Hull, McAllister H., Jr.

Transforming American Education: Reducing the Risk to the Nation. A Report to the Secretary of Education, United States Department of Education, by The National Task Force on Educational Technology.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 86

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Computer Uses in Education; Cost Effectiveness; Curriculum Development; Demonstration Programs; *Educational Improvement; *Educational Technology; Educational Trends; Elementary Secondary Education; Expert Systems; Futures (of Society); *Government Publications; Inservice Teacher Education; Instructional Innovation; Media Research; *Microcomputers; Technological Advancement

IDENTIFIERS- Demonstration Schools; *Department of Education

Designed to assist educational decision-makers at the school and district level, this report summarizes the work of the National Task Force on Educational Technology, which was formed in the fall of 1984 to investigate the potential of appropriately integrated technology for improving learning in American schools. The task force used six primary sources of information in generating this report: descriptions of exemplary programs, commissioned papers, letters from educators and private citizens, existing research documents, site visits, and local public meetings. The report consists of eight major sections: (1) Transforming Education; (2) Observations on the Status of Technology in Education; (3) Technology in Education--the Potential; (4) Educational Applications of Technology; (5) Effects on Education; (6) Beginning the Transformation; (7) Recommendations; and (8) Concluding Remarks. Issues addressed include needed reform in pre- and in-service teacher education programs; negative and positive aspects of the use of technology in education; and the potential of such technological devices as personal computers, databases, and expert systems. Five broad uses for technology in education are then identified and discussed, and recommendations are presented to various constituencies (e.g., schools, school districts, state agencies, parents) for implementing strategies regarding planning; financing; teacher education; curriculum and instructional practice; research, development, evaluation and dissemination; and demonstration schools. Conclusions call for the creation of a system in which an individual learning plan permits each learner to proceed at a rate and pace that is challenging but achievable, makes no unjust comparisons with the progress of others, prevents students from becoming passive, and assures positive reinforcement and steady progress. A bibliography and list of the task force members are included. (JB)

ED 268 646

EA 018 366

Kalishman, Arline
Creative Behavior Modification Strategies That Work.
PUB DATE- 86
NOTE- 5p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (70th, Orlando, FL, February 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; Change Strategies; *Discipline; *Discipline Policy; Elementary Secondary Education; *Reinforcement; *School Policy; Student Motivation; Student Responsibility
IDENTIFIERS- *Brentwood Junior High School MO

This paper describes a discipline plan at Brentwood (Missouri) Junior High School based on firm and consistent enforcement of rules and regulations that have been developed cooperatively by principal, faculty, and students. The principal holds monthly faculty meetings where all students who are experiencing academic or behavioral difficulties are discussed by the entire group to decide an appropriate course of action. The behavior modification plan includes both negative and positive reinforcements. Negative reinforcers include contracts for students who refuse to behave or perform in class, homework assignment sheets to inform parents of assignments, study hall for students who do not turn in homework, Saturday detention for students who break rules as outlined in the student folder, and class contracts developed between the principal, teacher, and class. Positive reinforcers include the ice cream social, honor roll gallery, "Thank U Gram," Eagle awards, Academic Awards Night, special days, Senior Citizens Day Luncheon, complimentary letters to parents, and faculty telephone calls complimenting students. (TE)

ED 268 660

EA 018 385

Dunwell, Robert R.

Career Ladders and the Professionalization of Teaching: Down the Up Staircase.

PUB DATE- 24 Feb 86

NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Ladders; Job Performance; *Merit Pay; Professional Development; Professional Recognition; Rewards; Salary Wage Differentials; State Legislation; Teacher Attitudes; *Teacher Motivation; Teacher Salaries

IDENTIFIERS- Texas

School systems interested in improving teacher performance, effectiveness, and job satisfaction while reducing turnover rates might do better to seek ways to enhance the intrinsic rewards of teaching rather than implement such extrinsic motivators as merit pay plans and career ladders. A review of the research literature brings several important considerations to light: (1) teachers tend to oppose merit pay plans, though they may accept a performance-based component among several criteria determining salary increases; (2) the success of merit pay plans in the private sector is debatable; (3) money is an uncertain motivator among teachers; (4) teachers are not all motivated by the same needs and desires; (5) conditions affecting motivation are continually changing; (6) people often enter the teaching profession to obtain intrinsic rewards related to service and self-esteem; (7) the availability of external motivation often inhibits the effects of intrinsic motivation; and (8) merit pay and career ladders tend to deprofessionalize teaching. Intrinsic motivation for teachers as professionals can be enhanced through such processes as performance appraisal interviews, appraisal and development of potential, feedback and performance coaching, career planning, training, organizational development, rewards for specific contributions, employee welfare programs, and use of human resources databanks. (PGD)

ED 268 673 EA 018 416

Batson, Steve W.
State Action and the Public Spheres Doctrines: Constitutional Inroads into the Private Sector.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 9p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Civil Rights; Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; *Federal State Relationship; Private Schools; Torts
IDENTIFIERS- *Fourteenth Amendment; Public Private Relationship; *Supreme Court

"State action" is a term used to describe claims arising under the due process clause of the Fourteenth Amendment and the Civil Rights Act for which a private party is seeking damages because the state has violated that party's civil rights. Cases are summarized illustrating the doctrine's evolution over the past century. The 1875 Civil Rights Act provided the public-private basis for judicial rulings for at least the next 60 years. The state action doctrine gradually underwent a period of expansion from the formal public-private dichotomy to a functional analysis, from the late 1940's to the late 1960's. The public function (public sphere) doctrine made its first appearance in 1946. The 1960's saw a proliferation of state action cases and the degree of state involvement was utilized as the standard for determining state action. A major contraction of the state action doctrine and a revival of the public-private sphere began in 1972 with the first of three decisions authored by Justice William Rehnquist called the "Rehnquist Trilogy." Private education institutions have remained relatively immune from Fourteenth Amendment restrictions at the Supreme Court level but have been held more accountable in lower court rulings. The state action doctrine, after 100 years of transition, remains a difficult legal tool for the courts to define and administer. (MLF)

ED 268 701 EC 182 304

Goodban, Marjorie T.
Language Acquisition in a Child with Cornelia De Lange Syndrome.
PUB DATE- 25 Nov 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Communication Disorders; *Expressive Language; *Language Acquisition; Moderate Mental Retardation; *Severe Mental Retardation; *Speech Therapy; Stimulation; Young Children
IDENTIFIERS- *Cornelia de Lange Syndrome

The paper describes a successful attempt to stimulate expressive language in Becky, a young child with Cornelia de Lange syndrome, a condition characterized by moderate to severe mental retardation, dwarfed stature, and excessive body hair. The child participated in infant stimulation and individual speech therapy and her expressive output has grown to spontaneous two and three word sentences and imitation of five word sentences. Therapy procedures have featured stimulation which included oral-motor play and use of noise making objects along with maximum sensory input, modeling of sounds and words (especially very highly inflected verbal models), expansion and parallel talking, and intense parent involvement. Reasons are suggested both for the lack of speech improvement in other children with the syndrome as reported in the literature and for Becky's success in developing language. (CL)

ED 268 816 FL 015 652

Livingston, Kreimhilde I. R.

The 3 C's for College German: Communication, Culture, and Commerce.

PUB DATE- 29 Dec 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, December 29, 1985).
LANGUAGE- English; German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; Communicative Competence (Languages); *Cultural Education; Curriculum Development; *German; Higher Education; Industry; *International Trade Vocabulary; Relevance (Education); Second Language Instruction; *Writing Instruction

The existing German curriculum should be updated to include career-oriented, career-related language courses, especially in German commercial language, since West Germany is one of the world's most important trading countries and the United States is a major trading partner. Language fluency alone is not sufficient for employment in international business. Language students must also have a command of technical business vocabulary and the tone and format of commercial correspondence, as well as an understanding of cultural traditions, social conventions, prejudices, and habits. Knowledge of the formality of German industrial culture and the conventions used in specific business-related situations is essential to conducting business competently and with the confidence of the German businessman. A detailed description of the elements of a German business letter is included as well as examples of various types of business correspondence, in German. (MSE)

ED 268 831

FL 015 676

Sheils, Joe

Implications of the Communicative Approach for the Role of the Teacher.

PUB DATE- 86
NOTE- 7p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Language Teachers; Second Language Instruction; *Student Centered Curriculum; *Teacher Attitudes; *Teacher Role; *Teaching Skills

Recent emphasis on a more learner-centered approach to second language learning and teaching implies an enhanced and more demanding role for the teacher. Only a teacher can develop a learner-centered classroom. Recent developments in educational philosophy and linguistics have challenged many former assumptions about teacher roles and classroom practices with respect to teacher attitudes, knowledge, and skills. The teacher is no longer the dispenser of knowledge and distributor of sanctions and judgments, but a facilitator of learning, a resource, an adviser and co-participant in the learning process, who must necessarily re-examine the nature of his or her contribution to the learning process. The teacher must understand the nature of communication, of learning in general, of language learning in particular, and of the learner's own contribution to his or her development as a learner and communicator in the classroom where learning is both individually acquired and socially shared. Finally, the teacher needs a variety of specific skills to apply this knowledge to the learning experiences of the classroom, including a high degree of language knowledge; a critical, flexible, and experimental approach to teaching; an understanding of the interplay of process and product in language learning; and the ability to apply this awareness in classroom procedures and techniques. (MSE)

ED 268 847 FL 015 693

Weinmann, Sigrid
Increasing Career Opportunities through Foreign Languages: A Certificate in Foreign Language and Area Study.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the annual Central States Conference on the Teaching of Foreign Languages (Kansas City, KS, April 11-13, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Business Administration Education; *Careers; *College Second Language Programs; *Educational Certificates; Employment Opportunities; Higher Education; International Trade; *Language Enrollment; Program Descriptions; *Scheduling; Specialization
IDENTIFIERS- Michigan Technological University

Michigan Technological University has introduced a program which awards a certificate in Foreign Language and Area Study to students completing two years of the same foreign language and three area studies courses. It was developed in response to the necessity of dropping 19 foreign language courses. A survey of freshman English students revealed that most were unaware of the advanced placement program, and analysis of division requirements found that it was difficult for students to elect a three-term sequence of courses. A survey of corporate employers in Michigan provided support for the opinion that foreign language skills are beneficial in careers, and the placement office provided copies of job descriptions requiring foreign language fluency. Facts about the role of the International Division of the Michigan Department of Commerce were gathered. A university program development committee benefitted from the publicity given to the President's Commission on Foreign Languages and International Studies when it presented its report to the school's administration. The encouraging response from students and faculty led to implementation of some recommendations, including planning of schedules to allow students in all disciplines to take foreign languages. Despite some administrative barriers, the program awarded its first certificates in May 1984, and enrollments are expected to increase. (MSE)

ED 268 998 IR 012 087

What the Research Is Saying. Give and Take Series. Research Report 95.

Agency for Instructional Technology, Bloomington, IN.; Canadian Foundation for Economic Education, Toronto.; Joint Council on Economic Education, New York, N.Y.

PUB DATE- Jan 86
NOTE- 22p.
AVAILABLE FROM- Agency for Instructional Technology, P.O. Box A, Bloomington, IN 47402-0120 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Consumer Economics; *Decision Making Skills; *Economics Education; *Educational Television; *Instructional Effectiveness; *Instructional Material Evaluation; Research Reports; Secondary Education; Skill Development; Student Attitudes; Teaching Methods; Videotape Recordings

"Give and Take" is a series of twelve 15-minute television/film programs and related print materials on economics and consumer economics designed to improve the knowledge and decision-making skills of 13- to 15-year-old students. This paper reviews six separate research studies that help to determine the effects of "Give and Take" on students' knowledge of and attitudes toward economics, and whether teacher training with the program affects students' outcomes. Information provided for each of the studies includes: (1) the major investigative focus; (2) research methodologies; (3) the target population; and (4) study findings. A final section integrates the findings of the studies and draws conclusions based on their results. It is concluded that "Give and Take" is an excellent tool for increasing student economic cognition when used by a teacher with an active teaching style. Furthermore, there is limited evidence that it has a positive influence on student attitudes toward economics and on teachers' attitudes toward teaching economics. Appendices contain a list of instruments used in the six studies and a comprehensive chart of studies reviewed. References are also provided. (JB)

ED 268 619 CS 505 292

Diez, Mary E.

Interaction across the Curriculum: A Model for the Development of Competence in Social Interaction.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Students; Communication Research; Higher Education; Interaction; Interaction Process Analysis; *Interdisciplinary Approach; *Interpersonal Communication; *Interpersonal Competence; Interpersonal Relationship; *Models; *Social Behavior; Social Cognition

A need exists for focusing on the development of social interaction skills across the college curriculum. Eight basic assumptions should be followed when attempting to develop students' skills: social interaction (1) is a major vehicle for learning; (2) assists students in developing a flexible range of effective behavior; (3) requires abilities that can be learned; (4) can be taught in and out of the classroom; (5) requires abilities that develop interdependently with abilities in communication, analysis, problem-solving, and valuing; (6) is enhanced by a shared framework of interaction concepts; (7) requires skills that are learned developmentally; and (8) requires skills that are learned and developed in context. These assumptions guided the development of a model of social interaction behavior in college students, by an interdisciplinary faculty team, with input from the entire faculty, at a small liberal arts college. Intended to help faculty understand the responses of students at different levels and to support student growth, particularly at transition points, the model is based on two primary individual skills--receiving information and responding to it--and six group skills, including defining roles, developing solutions, and managing conflict. This model has helped college students develop social interaction skills. (Tables illustrating the model are included. (DF)

ED 268 719

EC 182 323

Shaffer, Joyce; And Others
Cognitive Skills of Children with Meningomyelocele.
PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Cognitive Development; Evaluation Methods; Memory; Multiple Disabilities; *Neurological Impairments; Perceptual Development; *Scores; Student Evaluation
IDENTIFIERS- *Meningomyelocele

WISC (Wechsler Intelligence Scale for Children) and WRAT (Wide Range Achievement Test) data from the first sample of 60 children with uncomplicated meningomyelocele (a neurological condition) were examined to determine their deviation from test norms. A second sample of 46 children was tested with the WISC-R, WRAT, VMI (Visual Motor Integration) memory scales of the DTLA (Detroit Test of Learning Aptitude) and the Achenbach Child Behavior Checklist. Results supported previous reports of differences in overall level of cognitive abilities of children with meningomyelocele when compared to "normal" children. Individuals with meningomyelocele tended to score below established norms on the WISC, WISC-R, WRAT, VMI, and auditory memory scales of the DTLA. Findings were not related to presence or absence of shunt. In the absence of shunting, functional motor level was inversely related to WISC IQ. All Achenbach Scales except School Competence were within normal limits. Standard deviations tended to be greater in these populations than in established norms. These studies emphasize the need for comprehensive evaluation of individuals' pattern of strengths and weaknesses in planning children's remediation programs as well as in facilitating compensation for fixed deficits in older individuals. (Author/CL)

ED 268 735

EC 182 339

Ravenel, Louise R.; And Others

Filling in the Cracks: A Study of the Problems and Needs of Severely Emotionally Handicapped Children and Adolescents and of Mentally Retarded/ Emotionally Handicapped Adults in South Carolina.

South Carolina Developmental Disabilities Council, Columbia.; South Carolina Protection and Advocacy System for the Handicapped Inc., Columbia.

PUB DATE- Mar 82
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; *Behavior Disorders; Delivery Systems; Demography; *Demonstration Programs; Educational Needs; Educational Policy; Elementary Secondary Education; *Emotional Disturbances; Incidence; Needs Assessment; Psychological Needs; Services
IDENTIFIERS- *South Carolina

The report examines needs and policy implications for serving emotionally disturbed and behavior disordered individuals in South Carolina. The first section focuses on children and adolescents and considers demographic and incidence figures as well as offering a composite profile. Students' problems and needs are identified, including a lack of service coordination and resources and a lack of alternatives and service continuity. Recommendations address coordination of services and a continuum of services. The second section follows the same format for adults. Case profiles are followed by a consideration of problems and needs of institutionalized and community residents. Recommendations for adults include designating a lead agency for working toward establishing a coordinated continuum of services. Appended material includes data analysis and descriptions of model programs. (CL)

ED 268 769

EC 182 374

Barkin, Thelma M.

Research and Evaluation of PX Professional Exchange Program, 1981-1985.

PUB DATE- 85
NOTE- 119p.; A formal paper based on this document was presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diagnostic Teaching; *Disabilities; High Schools; Interpersonal Relationship; *Language Arts; *Mainstreaming; *Program Development; Program Effectiveness; Teaching Methods; *Team Teaching; Writing (Composition)

The report presents the history and accomplishments of a mainstreaming program involving an exchange of professional skills among a special education teacher and four regular education teachers of high school English classes in Milford, Massachusetts. Based on results of a teacher survey, a team-teaching program was devised which stressed a diagnostic-prescriptive approach in the regular classroom. Five goals are reviewed: (1) to provide the classroom teacher with assistance for successful program implementation with special needs and low functioning regular education students; (2) to develop accommodations in the regular classroom and the resource room for mainstreamed special students; (3) to develop a classroom survival skills curriculum; (4) to develop a diagnostic approach to secondary language arts programing; and (5) to create a model language arts program. Each of the four participating classes is described. Six questions from student and parent questionnaries are analyzed in depth, regarding employment of reading and writing, homework, and the value of the student's present English class in improving written language skills. Program evaluation results revealed that the greatest gains on writing skills tests were made by students in the mainstream team teaching program for more than 1 year. Recommendations are offered for parent involvement and the inclusion of a developmental reading component in academic content areas. Appendixes include excerpts from the Resource Room Support Service Program and from study guides, program packets, book report forms, and questionnaires. (CL)

ED 268 861 HE 019 226

Davoren, Donna Christian

Geographic and Institutional Origin of Arkansas College Students, Fall 1984. Report 84-6.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Feb 85

NOTE- 86p.; Parts of document contain small light type; some maps may be marginally legible.

AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; Community Colleges; Demography; *Enrollment Trends; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; Out of State Students; Place of Residence; Private Colleges; State Colleges; State Surveys; Student Characteristics; *Student Mobility

IDENTIFIERS- *Arkansas

Information on the geographic and institutional origins of students at 32 Arkansas state and private colleges and universities in the fall 1980 is presented in tabular, geographic, and narrative form. Although the number of full-time, entering students from both Arkansas and out-of-state has declined, their proportions have remained relatively constant: 84% in-state and 14% out-of-state (excluding U.S. territories and foreign countries). A total of 57,677 in-state undergraduates registered at Arkansas institutions during fall 1984, down 820 from fall 1983. Undergraduates from other states decreased by 2.7%. Arkansas college students relocated among the various institutions less in 1984 than in the previous fall semester: 3,713 compared to 3,973. More students transferred into Arkansas institutions from institutions out-of-state during fall 1984 than fall 1983. The number of graduate students in Arkansas universities rose considerably over fall 1983. The 12% rise is a direct result of public school teachers returning to campuses to fulfill requirements of the Teacher Testing Law. First-professional enrollment dropped 1.9%. Arkansas counties with large populations and those containing public institutions have the highest participation rates. (SW)

ED 268 888 HE 019 253

Goodchild, Lester F.

Changes in the Professoriate, the Curriculum, and the Aim of Higher Education from the Middle Ages to the Modern Era. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). For a related document, see HE 019 254.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Curriculum; College Instruction; *Educational History; Educational Objectives; *Educational Philosophy; Higher Education; *Outcomes of Education; *Teacher Role; Undergraduate Study

IDENTIFIERS- *ASHE Annual Meeting; *Integrity in the College Curriculum

Views from the Middle Ages to the Modern Era are traced concerning the role of faculty in collegiate education, the curriculum, and desired learning outcomes. Previous educational thought concerning faculty, curricula, and mission provides a historical paradigm in which the ideological orientation of the 1985 Association of American Colleges' (AAC) report, "Integrity in the College Curriculum" can be interpreted. The AAC recommendation to restore the teaching orientation of the professoriate "as its first obligation" represents a movement away from the thought of Aquinas, Vergerius, and Ticknow which has characterized American higher education since the turn of the century. A revised faculty role emphasizing a greater teaching and formative orientation toward students' intellectual and character development represents a shift to the thought of Hugh of St. Victor, Aquaviva, Erasmus, Day, and Newman. The report further endorsed this group's thought when it revitalized the general education and prescribed manner of the liberal arts curriculum. The report also emphasizes wisdom rather than knowledge as desired outcomes. These orientations renunciate the current state of the American undergraduate experience formed during the twentieth century. However, the report does not fully address the purpose of the baccalaureate degree. (SW)

ED 268 902

HE 019 268

Clugston, Richard M., Jr.

Strategic Planning in an Organized Anarchy: The Emperor's New Clothes? ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Environment; *College Planning; *College Programs; *Departments; Evaluation Criteria; Higher Education; Institutional Characteristics; Liberal Arts; Needs Assessment; *Resource Allocation; *State Universities

IDENTIFIERS- *ASHE Annual Meeting; *Strategic Planning; University of Minnesota

The relationship between strategic planning and environmental determinism was investigated at the University of Minnesota. The central proposition was that for a particular type of institution (a liberal arts college of a large public university), the strategic planning process will not be strategic either in the sense of being environmentally oriented, or in the sense of moving significant resources from lower to higher priority programs. This proposition was tested through an analysis of the program priority setting process and an empirical study of the impact of strategic planning on resource allocations to the 42 departments of the college. Strategic planning had more impact than predicted. There was consensus concerning criteria to be used to set program priorities in this college of diverse disciplines. Decision-makers were virtually unanimous in agreeing on the priority of quality and on the rankings of programs. In turn, the movement of resources was affected by these priorities, with significant movement from low to high priority programs. Included are an explanation of the five-steps of the strategic planning process, the university planning process, 1975-1984; and criteria utilized for program planning. (SW)

ED 268 916

HE 019 283

Auerbach, A. J.
The Emeritus College: Boon or Boondoggle?
PUB DATE- Feb 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Gerontology in Higher Education (Atlanta, GA, February 28, 1986). For related document see ED 264 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clubs; *College Faculty; *Faculty Organizations; Gerontology; Higher Education; *Older Adults; *Organizations (Groups); Participation; *Teacher Retirement
IDENTIFIERS- *Emeritus Professors; *Retired Persons; Southern Illinois University

The kind of life led by retired faculty and the benefits of belonging to an Emeritus College are discussed. It is suggested that most retired faculty continue to reside in the communities where they spent many years working. They may use the college library and attend functions at the college. They are candidates for the unique organization that may be called an Emeritus College, or center or club, one of which has been formed at Southern Illinois University. The Emeritus College provides the opportunity to maintain associations, do creative writing, give occasional lectures, and socialize with old colleagues. Such an organization must assure administrators and younger faculty that retirees will not interfere, duplicate, or substitute for any teacher, researcher, graduate assistant, or any salaried employed of the university. There should be a clear understanding that retired faculty can serve only in a complementary capacity to enrich the service of the university. It is concluded that some form of official organization of retired faculty fits in with the trend of the times: to provide creative opportunities for educated retirees to help maintain their health, stability, and morale; to involve their expertise and maturity for the benefit of the college; and to encourage interest in the older years. (SW)

ED 268 930

HE 019 298

Amos, Arthur K., Jr.
Persistence and Graduation of UC Davis Undergraduates: 1971-1983.
California Univ., Davis. Office of Student Affairs Research and Information.
PUB DATE- Feb 86
NOTE- 22p.
AVAILABLE FROM- University of California, Davis, Office of Student Affairs Research and Information, 117 South Hall, Davis, CA 95616.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Affirmative Action; Aptitude Tests; *College Graduates; *College Transfer Students; Grade Point Average; Higher Education; *High Risk Students; Institutional Research; *Minority Groups; Scores; State Universities; *Undergraduate Students
IDENTIFIERS- University of California Davis

Persistence and graduation rates of four types of undergraduate students at the University of California, Davis, (UC Davis) are examined: domestic students with fewer than 12.5 college transfer units, including both regularly admitted students and those admitted by special action; and domestic students admitted with at least 84 but less than 135 college units (junior transfers). Included in the analysis are minority students admitted under an affirmative action effort. Findings include: UC Davis graduated 62.6% of new entrants admitted between 1971 and 1978 with fewer than 12.5 transfer units by winter 1985; a decreasing percentage of students are graduating in 4 years, going from a high of 48.0% for 1972 entrants to 26.6% for 1980 entrants; among new students entering with fewer than 12.5 college units, the proportion of those admitted by special action has increased from 3.8% of the 1971 cohort to 9.7% of the 1984 cohort; of entrants admitted by special action between 1971 and 1978 with fewer than 12.5 college units, only 28.3% had graduated by winter 1985; and 73.8% of students admitted as junior transfers between 1971 and 1980 had graduated by winter 1985. Information is also provided on Scholastic Aptitude Tests scores and grade point averages of new entrants. (SW)

ED 268 972 IR 012 034

Rainery, Richard

State Sponsored Television in Alaska: Alternatives for Delivery and Distribution. One in a Series of Papers on Alaskan Telecommunications.

Alaska State Senate, Juneau. Rural Research Agency.

PUB DATE- Aug 84

NOTE- 106p.; For a related report, see IR 012 033.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Broadcast Television; *Commercial Television; *Communications Satellites; *Educational Television; Government Role; Position Papers; Program Descriptions; *Programing (Broadcast); Public Television; State Government; Technological Advancement; *Telecommunications; Television Research

IDENTIFIERS- *Alaska

One in a series of papers by the Rural Research Agency devoted to the study of telecommunications services and systems sponsored by the State of Alaska, this paper concentrates on the technology of television delivery and distribution to the citizens of the state. It most closely scrutinizes entertainment television, but much of its analysis is equally applicable to instructional telecasts. The study is structured into sections addressing areas of interest including: (1) Satellite Television Today; (2) Technology in the Future; (3) Systems in the Practical Sense; (4) Programming Issues; and (5) The Costs of Alternative Systems. The document contains both an executive summary and individual chapter summaries. The latter are somewhat more specific than the executive summary and contain recommendations developed through research. A bibliography and list of persons interviewed are included. Appendices include lists of commercially and community-owned cable systems in Alaska; a list of communities without commercial television arranged by 1982 population; a partial list of satellite television programs available to viewers in Alaska by type of programming; satellite television program fees; and requests for/complaints about lack of public television service as received by Alaska's four public television stations during 1984. (THC)

ED 268 633 EA 018 349

Lieberman, Ann, Ed.
Rethinking School Improvement: Research, Craft, and Concept.
REPORT NO.- ISBN-0-8077-2807-1
PUB DATE- 86
NOTE- 227p.; An expanded version of a special issue of the Teachers College Record (Fall 1984).
AVAILABLE FROM- Publication Sales, Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($12.95)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Collected Works - General (020)
DESCRIPTORS- Beginning Teachers; College School Cooperation; *Educational Change; *Educational Improvement; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Organizational Change; Organizational Theories; Program

Implementation; Teacher Education; Teacher Evaluation; Teaching (Occupation); Theory Practice Relationship
IDENTIFIERS- Collegiality

The recent thinking of 20 experts in the field of school improvement is represented in this collection of essays. The authors have participated in studies from the national level to the single school level, have been involved in past and present reform efforts, and have contributed to educational policy and theory. In this book they go beyond their previous thinking to consider new avenues to school improvement. The first section of the book comprises essays that extend and refine old ideas. The essays and their authors are: "The Preparation of Teachesrs Revisited," by Seymour Sarason; "How Do We Think about Our Craft?" by Maxine Greene; "Seductive Images and Organizational Realities in Professional Development," by Judith Warren Little; "Mutual Adaptation and Mutual Accomplishment: Images of Change in a Field Experiment," by Tom Bird; "Rethinking the Quest for School Improvement: Some Findings from the DESSI Study," by A. Michael Huberman and Matthew B. Miles; "Reconstruing Educational Innovation," by Louis M. Smith, John J. Prunty, David C. Dwyer, and Paul F. Kleine; and "School Improvement: Themes and Variations," by Ann Lieberman and Lynne Miller. The book's second section focuses on fresh ways to think about school improvement. These essays and their authors are: "Educational Change: Revival Tent, Tinkertoys, Jungle, or Carnival?" by Terrence Deal; "Teachers and Mothers: Facing New Beginnings," by Karen Kepler Zumwalt; "Images of Schools," by Phillip C. Schlecty and Anne Walker Joslin; "Teacher Evaluation and School Improvement," by Milbrey Wallin McLaughlin; "Interactive Research and Development: Partners in Craft," by Joann Jacullo-Noto; "Teacher Directed In-Service: A Model That Works," by Judith Schwartz; and "Beyond the Commission Reports: Toward Meaningful School Improvement," by A. Harry Passow. (PGD)

ED 268 647

EA 018 367

Procurement: National Institute of Education's Procurement Practices. Report to the Chairman, Subcommittee on Intergovernmental Relations and Human Resources, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-1

PUB DATE- Jan 86

NOTE- 34p.

AVAILABLE FROM- Publication Sales, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies $2.00 each, prepaid--check or money order made out to Superintendent of Documents; discounts available on large quantity orders).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Finance; *Educational Policy; Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Programs; Financial Policy; *Grants; Money Management; *Politics of Education

IDENTIFIERS- General Accounting Office; *National Institute of Education

This document comprises the General Accounting Office's (GAO) report to the House Subcommittee on Intergovernmental Relations concerning the GAO's review of the contract awarding process of the National Institute of Education (NIE) for fiscal year 1983. The review focused on 39 of NIE's 52 newly negotiated procurement contracts; a sample of purchase orders for commissioned papers on topical education problems and issues were also reviewed. This report is presented in the form of summary responses to six specific questions from the subcommittee regarding NIE's procurement activities. The questions concern (1) how often NIE has revealed the number of proposals received, prices, cost ranges, or government cost estimates to bidders; (2) how often NIE has awarded contracts to other than lowest-priced bidders; (3) how often the Director of NIE has made the award decision; (4) what percentage of NIE contracts were awarded competitively; (5) how many contracts NIE awarded at the end of the fiscal year; and (6) how many Department of Education personnel have been employed by NIE contractors. A lengthy appendix assesses NIE's contract award processes in detail, covering (1) its scope and methodology; (2) competitive contract awards, with specific attention to requests for proposals (RFPs), awards to other than lowest offeror, and contract awards decided by NIE Director; (3) four noncompetitive contract awards deemed unjustifiable; (4) contracts awarded at year-end; and (5) employment relationships between Education Department employees and NIE contractors. (TE)

ED 268 674

EA 018 417

Vacca, Richard S.

Section 1983 Liability: Recent Developments in the Merger of State and Federal Remedies.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 19p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Boards of Education; *Civil Rights; Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; Federal State Relationship; *Legal Responsibility; *Public Schools; School Districts; School Law; State Officials; Student Rights; *Torts

IDENTIFIERS- *Civil Rights Act 1871; Fourteenth Amendment; *Supreme Court

Section 1983 of the Civil Rights Act of 1871 was designed as a flexible and broadly scoped statute to restrict a wide variety of actions of state officials. During the past 15 years the number of court cases in which provisions of the 1871 act have been applied to school-related issues has increased geometrically. In 1961 the provisions of the act were made applicable to local public school board members and administrators; in 1975, the act was subsequently interpreted by the Supreme Court as a protection for students. In 1980, the Supreme Court ruled that a local governmental body whose official policy or custom violated a person's constitutional rights is not entitled to immunity from damages. This case, testing good faith immunity of muncipalities, was subsequently held applicable to local public school boards. A number of cases during the period from 1961 to 1981 are examined. During that time court decisions increased considerably the vulnerability of school boards, school board members, and school officials for the actions they may have taken that resulted in a deprivation of someone's rights. A brief review of selected cases demonstrates the trend over the past two years for aggrieved persons to seek remedy in federal court through section 1983 where state remedy is either inadequate, nonexistent, or inoperative. School officials are advised to gain a better understanding of the concepts of civil rights tort law. (MLF)

ED 268 688 EA 018 434

Sang, Herb A.

Essence of Excellence: Improving School Climate.

PUB DATE- 11 Mar 85

NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlanta, GA, February 22-25, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Community Attitudes; Community Support; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Organizational Climate; *School Attitudes; School Districts

IDENTIFIERS- Duval County Public Schools FL

Well-planned, cooperative efforts to develop positive attitudes can generate improved school climate and improved student performance, as illustrated by the experience of the Duval County (Florida) Public Schools. The district's marketing efforts focus on progress reporting and performance recognition both internally and externally. Among the elements of the program have been the establishment of high standards and competency testing for promotion and graduation, the elimination of social promotion, the initiation of academic competition and academic coaches, the provision of support to potential National Merit Scholars, and the generation of high parent involvement. The improvement in students' academic achievement as measured by standardized and national tests has been dramatic. The effort depends on teachers' abilities to motivate students, and this ability hinges in part on student attitudes. These attitudes are in turn affected by teacher attitudes. The Duval County program selects specific areas for improvement each year, and seeks national recognition for those contributing to its success. (PGD)

ED 268 702

EC 182 305

Zigmond, Naomi; And Others

Teaching Learning Disabled Students at the Secondary School Level. What Research and Experience Say to the Teacher of Exceptional Children.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

REPORT NO.- ISBN-0-86586-161-7

PUB DATE- 86

NOTE- 51p.; Special Project: A Teacher Center Experience for Secondary Special Education Teachers.

CONTRACT- 400-84-0010

GRANT- G008301637

AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (6.00, member price $5.10; Publication No. 305).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Class Organization; *Classroom Techniques; Delivery Systems; *Learning Disabilities; Models; *Program Development; *Secondary Education; Student Evaluation; *Teaching Methods

The booklet examines issues and strategies in serving learning disabled (LD) secondary students. Chapter 1, on program development, reviews such program options as varieties of the resource room model and self-contained class and examines three major factors involved in decisions about program emphases: (1) administrative practices, (2) teacher orientation, and (3) student characteristics. The second chapter considers three aspects of instructional planning: assessment of individual instructional needs, student motivation, and classroom organization and student behavior management. Research is reviewed in chapter 3 on elements that affect student learning and implications are drawn for LD teachers in terms of interaction with students, structure of lessons, and learning time. Chapter 4 briefly discribes indirect services, such as consultation and communication with other teachers. Chapter 5 concludes the booklet by offering 10 recommendations for LD teachers including conducting systematic assessments, stressing motivation, and planning instruction carefully. A reference list is provided. (CL)

ED 268 752

EC 182 356

Equals in This Partnership: Parents of Disabled and At-Risk Infants and Toddlers Speak to Professionals.

National Center for Clinical Infant Programs, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 85

NOTE- 45p.

GRANT- DHHS-MCJ-113271-02-1

AVAILABLE FROM- National Center for Maternal and Child Health, Ground Floor, Suite 1, 3520 Prospect St. N.W., Washington, DC 20057 (free).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Emotional Adjustment; Family Problems; Family Programs; Family Relationship; *High Risk Persons; Infants; *Mild Disabilities; *Multiple Disabilities; *Parent Attitudes; Parent School Relationship; Young Children

The booklet presents excerpts from a December 1984 conference (Washington, D.C.) on disabled and at-risk infants, toddlers, and their families. Parents' perspectives are offered on care for medically vulnerable infants and children (by the mother of a ventilator-assisted child), services for children with mild developmental delays (by a mother of a premature infant), and the effects on the family of a severely and/or multiply handicapped child. The keynote address explores the emotional needs of parents coping with the birth and life or death of a potentially disabled child and emphasizes the need for emotional support and information. A final paper describes negative assumptions held by professionals about parents' ability to objectively observe, set appropriate goals, and teach their children. (CL)

ED 268 785

FL 015 601

Ahlsen, Elisabeth
Communication Strategies in Aphasia.
PUB DATE- 85
NOTE- 7p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; Case Studies; *Communication Disorders; Error Patterns; Interpersonal Communication; Language Processing; *Neurolinguistics; *Nonverbal Communication; *Speech Communication; *Vocabulary Skills

An examination of the word-finding problems and nonverbal communication in the conversations of three aphasic patients revealed three different patterns of communicative strategies and success in different kinds of activities, such as tests and conversation. One, with mainly a parietal lesion, hesitates often with turn-keeping gestures and stops to rephrase in conversation, but has few problems in a naming test. The second, with a lesion affecting the insula and arcuate fasciculus, has fluent speech in conversation, with some word-finding problems but adequate verbal and nonverbal communication. This person has great difficulty in naming and nonverbal tests. The third, with a temporal-parietal lesion, relies heavily on illustrating nonverbal communication and is successful in conversation and spontaneous narration. The third patient, however, experiences little success in naming or in producing isolated gestures or facial expressions. It is suggested that the type of activity must be considered in estimating the degree and type of aphasic symptoms in a patient, because the type of aphasia and demands of the activity seem to interact in determining the communicative strategies or patterns shown by different aphasics. (MSE)

ED 268 801 FL 015 617

English Teaching Profile: Yugoslavia.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jul 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Literacy; Literature; Postsecondary Education; Second Language Instruction; Teacher Education; Technical Assistance
IDENTIFIERS- *Yugoslavia

A review of the status of English language instruction in Yugoslavia begins with an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels. The review also covers the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that while English is not used for instruction or communication within the country, it is considered the most important language of international communication for politics and trade, technology and the sciences, humanities, tourism, and entertainment. Although in general, literature teaching is highly traditional, there is interest in making the syllabus more relevant and introducing more contemporary literature. (MSE)

ED 268 817 FL 015 654

Harris, John, Ed.; And Others

Perspectives on the English Language in Ireland. Proceedings of the Symposium on Hiberno-English (1st, Dublin, Ireland, September 16-17, 1985).

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.

REPORT NO.- ISBN-0-9508150-4-7
PUB DATE- 86
NOTE- 268p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; Discourse Analysis; *English; Foreign Countries; Interference (Language); Language Attitudes; Language Research; Language Role; Language Styles; *Language Variation; Narration; *Phonology; *Regional Dialects; Semantics; Sentence Structure; *Sociolinguistics; *Syntax
IDENTIFIERS- *Ireland; Irish (Modern)

This collection of symposium papers on varieties of the English language used in Ireland includes: "The Role of Irish English in the Formation of Colonial Englishes," by P. Trudgill; "Anglo-Irish Verse in Translation from Irish," by P. L. Henry; "The Methodology of Urban Language Studies," by J. Milroy; "Questions and Answers: An Analysis of the Discourse Structure of Interviews," by L. Milroy; "Sociolinguistic Patterning in a New World Dialect of Hiberno-English: The Speech of St. John's, Newfoundland," by S. Clarke; "Hiberno-English and White West Indian English: The Historical Link," by J. P. Williams; "Word Stress in Hiberno-English," by Diarmuid O Se; "The Equative Sentence in Hiberno-English: Another Area of Interference from Irish?" by M. Filppula; "Hiberno-English: A Parametric Approach," by E. Guilfoyle; "The Co-Occurrence of 'Do' and 'Be' in Hiberno-English," by J. L. Kallen; "Still at It: Irish/English Interaction Today," by B. N. Shuilleabhain; "English Interrogation, Inversion and 'Do'-Support," by M. E. Vincent; "Syntactic Variation in the Speech of Belfast Schoolchildren," by C. Finlay and M. McTear; "The Lexicon in Phonological Variation," by J. Harris; "Differing Prestige Values for the (ky) Variable in Lurgan," by A. H. Pitts; "Friel's 'Translations': Hiberno-English and Existential Trauma," by P. Burke; "Phatic Communion in Flann O'Brien's 'The Third Policeman'," by P. Simpson; "Verbal Planning and Narrative Structure: The Belfast Narrative," by T. Vogel; "The Brogue: Language as Political Culture," by M. J. Croghan; and "English in Ireland: An Attitudinal Study," by P. A. Killian. (MSE)

ED 268 832 FL 015 677

Clancy, Maura
The Effects of the New French Syllabus on the Language Classroom.
PUB DATE- 86
NOTE- 8p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; *Curriculum Development; *Educational Change; Foreign Countries; *French; Language Tests; Second Language Instruction; Standardized Tests; Teaching Methods
IDENTIFIERS- United Kingdom

A study of the effects of recent changes in the United Kingdom's school-exit tests in French language skills, primarily in the new emphasis on communicative competence, compared the perceptions of students in four classes preparing for the traditional test and four classes preparing for the new test. These groups were administered questionnaires asking about the helpfulness of a variety of typical classroom activities and how much time they perceived themselves spending on each activity. The classroom activities included listening, speaking, reading, and writing activities, and student-teacher and student-student interactions. It was found that, in general, students in the traditional-test group did more reading and writing, and students in the new-test group focused more on listening and speaking activities in class. The results suggest that teachers may be using the test format as the instructional method, a mistake made in language teaching in the past. Appended is a list of learning objectives related to listening, conversation, pronunciation, reading, writing, and ways of working.

ED 268 875 HE 019 240

Bowker, Lee H.; And Others

Resources and Rewards: The Conditions of Teaching the Liberal Arts in the United States. ASHE 1986 Annual Meeting Paper.

SPONS. AGENCY- Indiana Univ. of Pennsylvania. Inst. for Advanced Research.

PUB DATE- Feb 86

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; College Instruction; *Educational Resources; Expenditures; Faculty College Relationship; Higher Education; *Liberal Arts; Merit Pay; Research; Resource Allocation; *Rewards; Teacher Salaries; *Teacher Welfare; Teaching (Occupation); *Teaching Conditions; Tenure

IDENTIFIERS- *ASHE Annual Meeting

The support of teaching in the liberal arts is examined using data from a random sample of chief liberal arts academic officers of American colleges and universities. Information is presented on 15 categories of faculty support for teaching and research, basic teaching conditions, tenure decisions, and merit salary increases. Differences in support among institutions that vary in size, location, sponsorship, and degree level are identified. The liberal arts are defined as the natural sciences, social sciences, and humanities. Of 738 questionnaires, 371 usable responses were received. Characteristics of the responding colleges include: 17% offer doctorates, 44% offer master's and bachelor's degrees, 39% are undergraduate colleges, 25% are church-related, 41% are private, and 34% are public. More than half of the respondents rated the availability of funds as good or excellent for just 6 of the 15 categories of support: library books, graduate courses, library journals, computer purchases, and sabbaticals for knowledge acquisition and research. These findings indicate that liberal arts

teaching is in less than excellent health on most campuses. In addition, numerous inconsistencies were found among resources, standards, and rewards in institutions of higher learning. (Author/SW)

ED 268 944 HE 019 312

Young, Eric D.

Retention of Culturally Diverse Students: A Successful Teaching Strategy.

PUB DATE- 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Freshmen; Course Descriptions; Higher Education; Individual Development; Learning Motivation; *Minority Groups; Psychoeducational Methods; Psychology; *School Holding Power; *Seminars; Skill Development; *Student Adjustment; Student College Relationship; Student Development; Study Habits

IDENTIFIERS- *Diversity (Student)

A strategy to improve retention and graduation rates of culturally-diverse students in postsecondary settings is described, along with a framework for counselors and educators working with these students. A guided studies seminar in psychological education utilizes a highly-structured educational program and emphasizes the Deliberate Psychological Education method. Counselors and educators may use this program to facilitate psychological growth and maturity in non-cognitive area as well as to promote positive academic achievement within the cognitive realm. The seminar focuses on three basic content areas: (1) developing study habits, motivation, and skills; (2) presenting major concepts and theories in psychology, education, and human development, with emphasis on personal and social adjustment, self-assessment, and college survival; and (3) focusing on U.S. higher education systems in order to bring the college/university system into perspective and help freshmen with goal-setting, expectations, and leadership development. Information is provided on course structure, educational methodology, delivery systems, and a one-year followup evaluation. Topics of the course are also described, including demystifying the university, time management, communication skills, and listening and note-taking. (SW)

ED 268 958

IR 012 013

LeRoy, David J.; LeRoy, Judith M.
The Impact of the Cable Television Industry on Public Television.
Pacific Mountain Network's Television Ratings Analysis Consortium.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Sep 83
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Analysis; *Cable Television; Institutional Characteristics; *Mass Media Effects; Position Papers; *Public Television; Television Research; *Television Viewing
IDENTIFIERS- Impact; *Public Broadcasting

This assessment of the possible impact of the cable television industry upon public television relies primarily on audience demographic characteristics as a convenient summary indicator and, in many instances, the only kind of evidence available for review. Primary sources of information used were the national Nielsen ratings; mail surveys of American homes conducted by the Electronic Media Tracking Service (EMTS); and a national mail survey of 2,375 homes conducted by the Benton and Bowles advertising agency. Standard industry sources such as CABLEFILE/83, the trade press, and various other audience studies were used to supplement the major sources. Following an introduction, the report includes the following sections: (1) Cable Television (Dimensions of the Cable Industry and Description of Cable Subscribers); (2) Cable Television's Impact on Television Viewing (including Share of Viewing, Number of Channels Viewed, and What Is Viewed on Public Television); (3) Viewing and Evaluation of Cable Programming Services (Types of Cable Programming Services and Pay Cable Services); (4) How Will Cable Program Services Survive? (Premium and Non-Premium Channels, and the Failure of CBS Cable and The Entertainment Channel); (5) Public Television's Survival in a Cabled Nation (including Cable Television's Negative Impact on Public Television); and (6) A Brief Summary and Some Suggestions

(Exploiting the Strengths of Public Television, Rejectors of the New Technologies, and Keeping the Mandate Broad). Appendices include public television demographics and a table of satellite-fed basic cable services that accept advertising. (THC)

ED 268 986 IR 012 052

Daly, Brian E.
Microcomputers in the Research Office.
PUB DATE- Nov 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; *Computer Software; Database Management Systems; *Educational Researchers; Efficiency; Higher Education; *Job Simplification; *Microcomputers; Technological Advancement; Word Processing
IDENTIFIERS- Office Automation; Spreadsheets

There are three valuable types of computer software needed by the professional researcher--word processing, spreadsheet, and database management. In general, these packages are required for the effective operation of offices; however, researchers may have special needs which can only be met with more specialized software. Recently, word processing software has demonstrated new capabilities that will appeal to researchers: (1) online documentation; (2) help screen availability; (3) easy formatting capabilities; (4) simple ways to move and store text; (5) window screens permitting multiple functions; (6) total recall of accidentally deleted text; and (7) mail merging and sorting for multiple mailings. Spreadsheets are a valuable tool for enrollment projections, budget planning and maintenance, basic statistics, and, in conjunction with other programs, for graphically displaying results. When integrated with word processing, these packages can help produce updated reports with minimal retyping. Database management software has some important characteristics that allow the user to custom design forms and report formats; in addition, information can be stored and retrieved easily. An effective program should reduce the overall redundancy of data entry and allow for additional variables to be added in the future. Professional researchers should recognize the utility of microcomputers and initiate their use as a personal tool. (JB)

ED 269 013 IR 051 490

Annual Report on LSCA Special Activities, FY 1984.

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

PUB DATE- Feb 86
NOTE- 261p.; For the 1982 report, see ED 248 896, the 1983, ED 255 234.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; *Institutionalized Persons; Library Cooperation; *Library Expenditures; Library Facilities; *Library Services; Library Statistics; Limited English Speaking; Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries
IDENTIFIERS- Library Development; *Library Services and Construction Act

This collection of six reports was compiled by the Public Library Support Staff of the U.S. Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on the Library Services and Construction Act (LSCA) key program areas. Based on data from the fiscal year 1984 LSCA Annual Reports, each report was written by an administrative librarian who has key responsibility for collecting those particular data, and illustrates how LSCA funds were used to provide library services in one of the following areas: Library Services to Physically Handicapped Persons; Library Services to Persons with Limited English-Speaking Proficiency; Library Services to the Institutionalized; Major Urban Resource Libraries and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers; Public Library Construction, LSCA II; and Interlibrary Cooperation, LSCA III. A report on library services to the aging is scheduled to be completed and published separately. (THC)

Rolley, Martha
Administrative Uses of Computers in the Elementary Schools.
PUB DATE- 31 Mar 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Anaheim, CA, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Administrators; *Computer Oriented Programs; Efficiency; Elementary Education; *Information Utilization; *Microcomputers; Principals; *School Effectiveness; Time Management

Frequently administrators must spend time producing documents and reports, though theoretically they are supposed to use information to create better educational environments and experiences for students. By using the personal computer as a tool for tasks and analyses that, before the computer, used to take days, administrators will have time to utilize their higher order thinking skills--evaluation, conclusion, and application. The specific administrative areas that a computer can handle better than a person include ordinary typing tasks, student and personnel information processing, and financial recording and planning. Word processing programs and database programs will expedite these tasks. Listed are 10 programs, primarily ones that run on the Apple IIe or Apple IIc systems, and the sample tasks shown as part of the presentation. (MLF)

ED 268 720 EC 182 324

Rappaport, Lisa
Recipes for Fun: Play Activities and Games for Young Children with Disabilities and Their Families.
Joseph P. Kennedy, Jr. Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 118p.
AVAILABLE FROM- Joseph P. Kennedy, Jr. Foundation, Let's Play to Grow, 1350 New York Ave., N.W., Suite 500, Washington, DC 20005 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Activities; *Disabilities; *Games; Handicrafts; *Mild Disabilities; Motor Development; Music Activities; *Play; *Toys

Intended for friends and families of children with disabilities, the book contains information and suggestions on play activities, toys, and games for children (0-8) with mild and moderate disabilities. Activities are sequenced from simpler to more developmentally advanced within six major categories (1) exploring the senses (hid and find, flashlight games); (2) exploring movement (roly-poly games, ball, family bunny hop, home-made scooter boards); (3) exploring outdoors, waterplay and make-believe (sandplay, outdoor art, box creations); (4) exploring arts and crafts (homemade fingerpaint, baker's clay, screen painting, tie dye); (5) exploring music and rhythm (finger play games, action songs and chants, rhythm and musical instruments); and (6) exploring group activities (bean bag toss, circle games, dramatic play). Each activity provides information on goals, materials, directions, and adaptations. (CL)

HE

ED 268 848 HE 019 169

Steen, Lynn Arthur

Restoring Scholarship to Collegiate Mathematics.
Mathematical Association of America, Washington, D.C.
PUB DATE- Feb 86
NOTE- 5p.; Testimony presented to the National Science Board of the National Science Foundation on behalf of the Mathematical Association of America.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; College Faculty; *College Mathematics; Computers; *Educational Change; Educational Needs; Faculty Development; *Federal Programs; Fellowships; Government School Relationship; Higher Education; *Needs Assessment; Position Papers; Professional Development; *Scholarship; Teacher Supply and Demand
IDENTIFIERS- *National Science Foundation

Needs of collegiate mathematics across the nation are considered, and suggestions are offered to the National Science Foundation (NSF) by a professor of Mathematics at St. Olaf College (Minnesota). Changes in mathematics content, scope, and applications have implications for the college curriculum. Problems and challenges are posed by: increased enrollments in elementary courses and decreasing numbers of mathematics majors; inadequate access by faculty to computing resources; and providing mathematical courses appropriate for liberal education. The curriculum is largely elementary and out of date at most two- and four-year colleges, excluding research universities and selective liberal arts colleges. While there is a shortage of math teachers, industrial demand for mathematics graduates is high. Faculty involvement in scholarship and professional development, not only traditional research, is important to revitalizing collegiate mathematics. Recommendations include: providing a competitive system of NSF Faculty Fellowships in areas such as curriculum development, student projects, and research support; providing each mathematics faculty a high-powered computer work station; utilizing the expertise and outreach of existing professional organizations to increase leverage of limited NSF resources; and making sure that NSF staff are selected to provide balanced, informed advice. (SW)

ED 268 931

HE 019 299

Fouts, Jeffrey T.

Alternative Environments: Diversity among Liberal Arts Colleges.

PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Church Related Colleges; *College Environment; Comparative Analysis; Enrichment Activities; Extracurricular Activities; Higher Education; *Institutional Characteristics; *Liberal Arts; *Private Colleges; School Community Relationship; *Small Colleges; Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Diversity (Student)

A sample of six small, liberal arts, Christian colleges were compared to schools within the structural classification of liberal arts colleges. The comparison was based on 11 environmental dimensions measured by the Institutional Functioning Inventory (IFI), which used the collective perception technique (i.e., the combined responses of all faculty and administrators). Normative data for private liberal arts colleges were derived from 5,877 faculty and administrators from 96 schools. It was found that the sample of small, liberal arts, Christian colleges were perceived to provide far fewer intellectual and aesthetic extracurricular activities on campus than the larger liberal arts colleges. While the liberal arts colleges do not appear to put high priority on research and scholarship, the sample colleges see this area as even less important. The sample colleges are also perceived to have less diversity on campus in terms of the types of people that work at and attend the colleges, and behavioral and social expectations are more clearly defined and enforced. They are slightly more traditional in their educational practices and have slightly less community involvement than the liberal arts colleges. Finally, higher feelings of community and belief in the objectives of the institution are found on the campuses of Christian colleges. (SW)

ED 268 973 IR 012 035

Warnat, Winifred I.
Bridging the Gap in Robotics Education.
PUB DATE- 17 Apr 83
NOTE- 15p.; Paper presented at the International Symposium on Industrial Robots/Robots 7 (Chicago, IL, April 17, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Needs; Electromechanical Technology; Electronic Control; *Employment Opportunities; *Futures (of Society); Job Training; *Labor Needs; Lifelong Learning; Man Machine Systems; *Robotics; Skill Development; Technological Advancement

New technologies will produce a radical restructuring of work, including a devaluation of current work skills and the creation of new ones at an ever-increasing rate. The robotics industry provides a prototype for the impact of technology on society, and a context for examining the relevancy of schooling in preparing individuals to function within that society. By examining the context in which education for robotics is occurring, the expanding role of education and the growing variety of institutions providing education and training becomes evident. Five sectors of society provide education-related services pertinent to robotics and the other high technologies: (1) government; (2) education; (3) business/industry; (4) labor; and (5) mass media. Each sector has the primary responsibility for only certain aspects of the educating process, although those functions do overlap. The occupations that are emerging in response to high tech industry needs call for new, essential skills which focus on process rather than subject matter content: critical thinking, problem-solving, creativity, application, synthesis, decision-making, communication, and evaluation and analysis. Those individuals who have the requisite knowledge and skills, with the acknowledgement that they will need lifelong retooling, can look forward to a productive place in our society. As a new technology, as an information technology, as an integration of several technologies, and as a major growth industry, robotics can help lead the way for making connections between education, technology, and employment. (JB)

ED 268 999 IR 012 088

Johnston, Jerome; And Others

Micros in the Middle School: A Snapshot in 1984. Research Report 93.

Agency for Instructional Technology, Bloomington, IN.; Michigan Univ., Ann Arbor. Inst. for Social Research.

PUB DATE- Nov 84

NOTE- 69p.; For Becker's report on the national survey, see ED 257 448.

AVAILABLE FROM- Agency for Instructional Technology, P.O. Box A, Bloomington, IN 47402-0120 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adoption (Ideas); Case Studies; Computer Literacy; Computer Software; Educational Trends; Futures (of Society); Instructional Innovation; Intermediate Grades; Junior High Schools; *Microcomputers; *Problem Solving; Programing; School Surveys; Teacher Attitudes; Teaching Methods; *Use Studies

This paper reviews research conducted at the Institute for Social Research at the University of Michigan for the Agency for Instructional Technology as part of "Solutions Unlimited," eight instructional units that integrate computer software, videocassettes, and related print materials. The units are designed to improve the problem-solving skills of students in grades 6, 7, and 8, and to make them familiar with the problem- solving applications of computers. This report on microcomputer use in the middle school summarizes the findings of a national survey (Henry Becker, 1983) and supplements it with case studies of five schools that typify the varieties of use. The focus is on the present--how micros are being used today--and the future--what the teachers and principals think about current applications and what they think will happen in the coming years. An outline of a videotape showing how microcomputers are used in middle schools and guides for principal and teacher interviews are appended. (Author/JB)

EA

ED 268 620 EA 018 283

A Compilation of Federal Education Laws. Volume I--General Provisions, as Amended through December 31, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85
NOTE- 147p.; For other volumes in the series, see ED 253 753 (volume IV), ED 256 239 (volume III), and ED 261 765 (volume II).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Busing; Civil Rights; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Government; *Federal Legislation; Government School Relationship; Racial Integration; School Desegregation; *School Law; Sex Discrimination; Social Discrimination; Student Transportation
IDENTIFIERS- *Department of Education

This document, prepared for the use of the Committee on Education and Labor of the House of Representatives, focuses on general provisions for education, beginning with the full text of the Department of Education Organization Act of 1979. This is followed by antecedent legislation, including the General Education Provisions Act; the Inspector General Act of 1978; Titles IV and VI of the Civil Rights Act of 1964 (covering desegregation of public education and nondiscrimination in federally assisted programs, respectively); Title III of the Age Discrimination Act of 1975; Titles VIII and IX of the Education Amendments of 1972 (provisions relating to student assignment or transportation and prohibition of sex discrimination); Title I, Part H of the Elementary and Secondary Education Amendments of 1966 (relating to racial imbalance and compliance with the Civil Rights Act of 1964); the Elementary and Secondary Education Amendments of 1969; Title II of the Education Amendments of 1974 (equal educational opportunities and the transportation of students); and Titles XIV and XV-C of the Education Amendments of 1978 (relating to overseas defense dependents' education). The volume concludes with the National Summit Conference on Education Act of 1984. (TE)

ED 268 736 EC 182 340

Humphries, Barbara B.

A Program to Inform and Change Negative Attitudes about Special Education.

PUB DATE- Aug 85

NOTE- 113p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Disabilities; Elementary Education; Inservice Teacher Education; Knowledge Level; *Mainstreaming; Simulation; *Special Education; *Student Attitudes; *Teacher Attitudes; Teacher Workshops

This report describes attempts to inform regular elementary teachers about the needs of handicapped students and to change negative attitudes about special education. Informal staff workshops addressed legislation, common characteristics of handicapped students, and successful techniques for incorporating students with various disabilities into the classroom. Student assemblies were designed to enhance understanding of disabilities through simulation activities. A peer assistant program was also instituted. Eighty-seven percent of the staff participated in the program, and most found the workshops interesting and informative. The peer assistnat program was favorably accepted by staff and students. Appendices include the survey instrument, results of the survey, and sample newsletters. (CL)

ED 268 770

EC 182 386

Margalit, Malka; Shulman, Shmuel

Social Adjustment and Academic Competency of Children with Conduct Disorders.

PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Behavior Disorders; *Competence; Elementary Secondary Education; *Interpersonal Competence; *Maturity (Individuals); *Self Control; *Social Adjustment

The adjustment and competence patterns of boys with conduct disorders were investigated using a developmental approach to psychopathology. The sample consisted of 438 boys divided into two matched subgroups: boys with and without conduct disorders. In each subgroup, three age groups were defined. The Conners Abbreviated Symptom Questionnaire and the Aggressive Behavior Scale assessed the self management level of each child. The Classroom Behavior Inventory was used to assess the levels of competence, and Teacher Adjustment Ratings provided global ratings for the children's classroom situation. The results demonstrated that boys with conduct disorders are distinctive from their control peers on several aspects of social adjustment and academic competence, even at the first stages of their academic experience. The significant maturational change that occurred in the older age groups, of boys without conduct disorders, was not evident in the conduct disordered group, suggesting a developmental arrest in the abilities for controlling and inhibiting behavior. The academic distinction was evident through adolescence, although different developmental processes were demonstrated in the social aspects. The implications for theoretical understanding of the developmental aspects of the syndrome, family perspectives, and psychological interventions in the school are discussed. (Author/CL)

ED 268 862 HE 019 227

Byrd, Mark A.

Geographic and Institutional Origin of Arkansas College Students, Fall 1983. Report 83-6.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Oct 84

NOTE- 87p.; Parts of document contain small print; maps may be marginally legible.

AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Freshmen; *College Students; College Transfer Students; Community Colleges; Demography; *Enrollment Trends; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; Out of State Students; Place of Residence; Private Colleges; Public Colleges; *State Colleges; State Surveys; Student Characteristics; *Student Mobility

IDENTIFIERS- *Arkansas

Information on the geographic and institutional origins of students at Arkansas state and private colleges and universities in fall 1984 is presented in tabular, geographic, and narrative form. Entering students numbered 13,072 in fall 1983, a 3.32% decline from the fall 1982 figure of 13,521. The college-bound rate of Arkansas high school graduates increased from 38.2% in 1982 to 39.3% in fall 1983. A total of 6,131 undergraduates transferred from both in-state or out-of-state institutions to Arkansas colleges. Arkansas residents comprised 86.5% of fall 1983 undergraduates. Although the total number of foreign students did not change significantly from fall 1982, the state four-year institutions showed a slight numerical increase (1,004 in 1983 and 977 in 1982) in undergraduate foreign students. A significant number of students enrolled as graduate students at the institution from which they received their baccalaureate degrees. For each college and university, information is provided on the geographic origin of undergraduate students (county and state). In addition, for each college and university, ratios of fall full-time, entering undergraduates to high school graduates are presented by county. (SW)

ED 268 889 HE 019 254

Stanton, Charles M.

A View from the Portico: Lessons from the Greeks. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986). For a related document, see HE 019 253.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; College Curriculum; *College Instruction; Critical Thinking; *Educational Objectives; *Educational Philosophy; Experiential Learning; *Greek Civilization; Higher Education; Literacy; Logical Thinking; School Community Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Integrity in the College Curriculum

Views on the 1985 Association of American Colleges' (AAC) report, "Integrity in the College Curriculum," are presented based on lessons from the Greeks and specifically the period 450 to 350 B.C.E. Seven inferences are made on what an Athenian might offer in response to the AAC Report. For the Greeks, the goal of education was wisdom and the development of character. Greek thinkers might find fault with the AAC Report for not emphasizing the link between virtue (values) and responsibility to society. They might view the present curriculum as focused too much on individualism, personal gain, and careerism. Memorization of facts and formulas does not produce knowledge, according to the Greeks, who valued reasoning and the art of critical thinking. They would probably reject the notion that critical thinking could be taught or learned when separated from literacy. Other recommendations congruous with Greek ideals include: formal education should not be isolated or disengaged from society; instruction, when grounded in exploration of real issues, gives rise to a shared experience that can be defined as the culture of society; adherence to a traditional and formalized curriculum should be avoided; and successful acquisition of wisdom comes through evocative styles of teaching. (SW)

ED 268 903 HE 019 269

Lawrence, Janet H.; Blackburn, Robert T.

Aging and Faculty Distribution of Their Work Effort. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Age Groups; Aging (Individuals); Aging in Academia; *College Faculty; *College Instruction; Fund Raising; Higher Education; Interests; Males; Midlife Transitions; Public Service; *Research; Socialization; Specialization; Teacher Participation; *Teacher Role; *Tenure
IDENTIFIERS- *ASHE Annual Meeting

The relative impact of the aging process, pervasive changes in higher education, and career socialization experiences on college faculty members' distributions of work effort was studied. Secondary analyses were completed on the following surveys: the Carnegie Commission on Higher Education Survey (1969) and the Survey of the American Professoriate (1975 and 1977). The sample consisted of white males with appointments in humanities, social science, and natural science departments at Carnegie I institutions. Influences on faculty role performance were determined by testing 11 propositions concerning the changes that could be attributed to age, cohort socialization, environment, and life course. Areas of study included: mean hours devoted to instruction at each time of data collection; measures of service to the department and university; age-related changes in interest that might account for faculty role performance; the effect of socialization experiences (e.g., graduate education, promotion) on the behavior of faculty of the same career age who are evaluated at different times; the effect of the recency of appointment on preference for research and acquisition of grant support; and the effect of tenure and rank on research interest and funding acquisition. (SW)

ED 268 917

HE 019 284

Enrollment by Place of Residence in Maryland Institutions of Higher Education, Fall 1985. Postsecondary Education Data Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Apr 86
NOTE- 140p.; For the fall, 1984 report, see ED 260 656.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; College Freshmen; *College Students; *Enrollment Trends; Females; Foreign Students; *Geographic Location; Graduate Students; Higher Education; In State Students; Males; Out of State Students; *Place of Residence; Private Colleges; Professional Education; Public Colleges; State Colleges; State Surveys; State Universities; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Maryland

Data concerning the place of residence of students attending Maryland colleges during fall 1985 are presented. The statistical tables indicate campus enrollment patterns of residents of Maryland counties and Baltimore City, out-of-state students, and foreign students. For each county, data are provided on the number of students attending each Maryland campus, including a breakdown for new full-time freshmen, undergraduate students, graduate students, and professional students. The number of students from each county attending the following types of institutions are also shown: public two- and four-year colleges, private two- and four-year colleges, public total, and private total. Enrollment percentages are also provided in separate tables for Maryland residents, residents of other states, and foreign students, with breakdowns by level of study. Appended are data on the enrollment pattern by place of residence for students of both sexes and all racial/ethnic groups combined, as well as a separate table of this information for black students. (SW)

ED 268 689 EA 018 436

Davis, Lawrence E.; Nicklos, Robert E.
Instructional Problem Solving in Staff Development: The Principal's Role as an Instructional Leader.
PUB DATE- 15 Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (70th, Orlando, FL, February 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Faculty Development; High Schools; Inservice Teacher Education; *Instructional Improvement; *Instructional Leadership; Interprofessional Relationship; Principals; Urban Education
IDENTIFIERS- Pittsburgh School District PA

In 1980 the Pittsburgh (Pennsylvania) Public Schools recognized needs for significant improvement in staff evaluation, student achievement, individual school effectiveness, and the clarification of systemwide objectives and expectations. The instructional leadership committee appointed to establish a unified approach to effective instruction reviewed the literature and created a staff development team committed to developing principals as instructional leaders. The training that the principals received increased their confidence and enhanced school effectiveness, leading to higher student achievement. The case of John A. Brashear High School is illustrative of the principal's role. The principal formed an "instructional cabinet" to assess the school's needs and develop action plans. This team decided to focus on reducing the ninth-grade failure rate by implementing a plan involving tutorial assistance, student achievement recognition, inservice training for teachers using the Madeline Hunter teaching model, and peer development assistance among teachers. The program cut the ninth-grade failure rate by over 50 percent in 2 years. Such examples indicate that the principal's role in encouraging local school program development to meet district objectives is central, and involves setting clear expectations, utilizing lead teachers effectively, establishing structures for professional interaction, and differentiating among supervisory functions. (PGD)

ED 268 753

EC 182 357

Special Education Council Mainstreaming Study, 1984.

Saint Paul Public Schools, Minn.

PUB DATE- Nov 84

NOTE- 88p.; Report of the "Task Force on Mainstreaming" to the Special Education Council. A tutorial based on this document entitled "Mainstreaming: How It Is Viewed by Teachers, Administrators, and Parents" was presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Appendix is barely legible.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Parent Attitudes; Success; *Teacher Attitudes; *Teacher Role

IDENTIFIERS- *Minnesota (Saint Paul)

The task force report describes development and results of a questionnaire on mainstreaming completed by 122 parents of special education students and 458 regular and special education teachers, administrators, and support staff. Findings include the following: special education staff are seen as the most interested, knowledgeable, and supportive of mainstreaming although implementation responsibility of mainstreaming falls on regular educators; class size and teacher workloads are of great concern; regular educators are more concerned with the effects of mainstreaming on regular education students and consider the teacher's attitude less important to the special student's success; and special educators are more concerned about mainstreaming effects on the special education student and generally view the teacher's attitude as critical to student success. Recommendations are offered regarding student count, staffing patterns and needs, inservice education needs, and suggested strategies for improving communication, attitudes, and competencies. An appendix supplies responses to a question on concerns about mainstreaming. (CL)

ED 268 786 FL 015 602

Alme, Ann-Marie
Speech Planning in the Light of Stuttering.
PUB DATE- 85
NOTE- 11p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Dialogs (Language); Error Patterns; Form Classes (Languages); Intonation; Language Research; Mild Disabilities; *Neurolinguistics; Phonology; Phrase Structure; *Reading Aloud to Others; Severe Disabilities; *Speech Handicaps; *Story Telling; *Stuttering

A study of overt audible speech behavior in eight male and one female Swedish adults examined the relationship between disfluency and speaking modality, disfluency type in mild versus severe stutterers, and disfluency and psycholinguistic variables. Three conditions of experimental manipulation were used: reading aloud, reading the longer lines of a brief dialogue, and silent reading and oral retelling of a story. The number of disfluencies and stutterings of nine specific types found in taped segments of each condition were tallied. As a group, the subjects showed an increase in disfluency across the three conditions, but individual patterns varied, with the more severely disfluent having unanticipated reduced stuttering in the third, most spontaneous condition. The psycholinguistic variables of grammatical class, word length, phonological position within a word, word position in the phrase, and syllable stress were also examined in the samples, and clear patterns of disfluency appeared in all but the word position variable. It is concluded that varying both speech material and speech tasks was an effective method for elucidation of various speech characteristics in audible speech behavior, highlighting both quantity and quality of speech disruptions and demonstrating differences between mild and severe stutterers. (MSE)

ED 268 802 FL 015 620

Mayer, Laura A., Ed.

Cross Currents, A Journal of Langauge Teaching and Cross-Cultural Communication, Volume XII, Number 2, Spring/Summer 1986.

Language Inst. of Japan, Odawara.

PUB DATE- 86

NOTE- 104p.

AVAILABLE FROM- Language Institute of Japan, Asia Center, 4-14-1 Shiroyama, Odawara, 250, Japan ($5.00 plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Audiovisual Aids; *Class Activities; *Classroom Techniques; Comparative Education; *English (Second Language); Error Patterns; Games; *Intercultural Communication; Learning Theories; Persuasive Discourse; Second Language Instruction; *Verbs

IDENTIFIERS- USSR

This number of the journal contains the following articles: "A Language-and-Learning Framework for a Theory of Language Teaching" (Moira Chimombo); "Using Authentic Video Materials in the Language Classroom" (Kathleen Kitao); "An American Teacher in Kiev: Impressions of English Education in the U.S.S.R." (Ellen Dussourd); "What Am I Doing? Mistaking!" (Thomas Tinkham); "The Operator in the English Verb System" (John Crow); "The Alibi Game" (William McOmie); "Ambiguity in the Classroom: There's Nothing to Be Afraid Of" (Carolyn Brown); and "Bringing ESL Students to Court" (John Bistolas). There is also a review of the book, "The American Way: An Introduction to American Culture," by Edward N. Kearny, Mary Ann Kearny, and Jo Ann Crandall. (MSE)

ED 268 876 HE 019 241

Cross, Dolores; Olinsky, Arlene
Student Loan Payers and Defaulters. ASHE 1986 Annual Meeting Paper.
New York State Higher Education Services Corp., Albany.
PUB DATE- Dec 84
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Credit (Finance); Economic Factors; Employment; *Financial Problems; Higher Education; *Legal Responsibility; *Loan Repayment; Questionnaires; *Student Characteristics; Student Costs; *Student Loan Programs
IDENTIFIERS- *Loan Default; *New York

The characteristics of student loan borrowers and differences between those who repay their loans and those who default are examined. Data are based on the New York State Higher Education Services Corporation Guaranteed Student Loan database and responses to a questionnaire mailed in spring 1984 to a sample of New York State student loan borrowers. The study population consists of 175,204 borrowers who graduated or left school during fiscal year 1982 and who were due to enter repayment in 1983. Six percent of the sample were in repayment and 11 percent in default. Findings include: there was a strong relationship between default and the number of years spent in school; there was a strong inverse relationship between default and the level of school attended; the graduation rate for repayers was only slightly higher than for defaulters; borrowers who were employed when their loans became due were more likely to begin repayment; students who worked while in school were more likely to repay than nonworking students; repayers were three times as likely to receive family assistance in repaying loans. Eight recommendations are offered, including: extending deferments during periods of unemployment; discouraging students from excessive borrowing; and graduated repayment plans. The survey letter and questionnaire are appended. (SW)

ED 268 945   HE 019 313

A Renewed Partnership. Report of the White House Science Council Panel on the Health of U.S. Colleges and Universities.

Office of Science and Technology Policy, Washington, DC.

PUB DATE- Feb 86

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Engineering; Federal Aid; Federal Government; Fellowships; Financial Policy; *Government School Relationship; Graduate Study; *Higher Education; Industry; Money Management; Program Administration; Program Costs; *Research; Scholarships; *School Business Relationship; *Sciences; *Technology; Undergraduate Study

The interactions between the federal government, colleges, and industry in U.S. research and higher education in the areas of science and engineering were examined by a special panel of the White House Science Council. Recommendations to retain U.S. leadership in areas of science and technology are offered by the panel, which is composed of members of the academic/nonacademic research community. Concerns included: graduate education and research, federal support of university research, restoring the university infrastructure, multidisciplinary science and technology centers, costs of university research, indirect costs, the problem of documenting costs, micromanagement of university research, mandatory cost sharing, indirect cost reimbursement, stability of research support, the peer review process, the structure of grants and contracts, undergraduate scholarships, graduate fellowships, the universities and industry, the universities and the federal laboratories, and the role of state governments. Appended materials include: a list of witnesses appearing before the panel in 1984 and 1985; questions sent to different groups (university presidents, foundations, industrial chief executive officers, principal investigators); correspondents providing input to the panel; and data on indirect costs. (SW)

ED 268 959 IR 012 014

Burns, Edward
APPLE In-Service Programming for Teachers.
PUB DATE- 85
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Individualized Instruction; Inservice Teacher Education; *Programing; *Teacher Developed Materials
IDENTIFIERS- *Apple II; *BASIC Programing Language

This book is designed to provide teachers with techniques for entering and modifying BASIC programs on Apple computers. The underlying theme is that a teacher need not become a programmer to benefit from being able to use and modify BASIC programs. The key to the successful use of software in the classroom is the ability to individualize software programs and software content and the goal of this book is to demonstrate how BASIC programs can be entered and modified so as to individualize instruction. The programs provided are designed for use with the Apple II series. Specific instructions and short sample programs, each presented in building block fashion, are presented. Programing techniques are introduced via three kernel programs: (1) Math Tutorial; (2) Word Flash; and (3) Games and Graphics. (THC)

ED 268 987 IR 012 054

Jacobi, Carolyn A.
Project DISC: Developing Indian Software Curriculum.
Rapid City Area School District 51-4, SD.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; *Computer Assisted Instruction; Computer Literacy; *Computer Software; *Curriculum Development; Elementary Education; Instructional Innovation; *Language Arts; Microcomputers; *Reservation American Indians; Teaching Methods
IDENTIFIERS- Instructional Effectiveness; *South Dakota

Project DISC (Developing Indian Software Curriculum) was initiated in the Rapid City (South Dakota) school district to improve Native American children's reading and language arts ability and to provide them with microcomputer skills. During the summer of 1982, introductory computer activities were planned, a computer specialist was hired, and workshops were held for teachers in the two most heavily impacted schools, where the first two computer laboratories would be placed. Each targeted child received 30 minutes of computer assisted instruction (CAI) in language arts each school day. Classes were structured at a 60/40 ratio to avoid children being identified as either belonging to a remedial group, or having the CAI labeled a minority activity. All labs were constructed to measure the same things; e.g., time on task, types of software used, and in-house and out-of-house absences. Test scores after the first 6 months of operation were "statistically significant" in one school and "educationally significant" in the other. Currently, four schools contain computer labs and student and teacher reaction to the project has been very positive. Future plans include adding grades K-6 computer literacy component to each of the four schools, implementing many LOGO activities in the curriculum, and purchasing software that deals with higher-level cognitive skills. A list is provided of computer software, microcomputer peripherals, and written materials available in every lab, and a brochure describing Project DISC is appended. (JB)

ED 268 634 EA 018 350

Honig, Bill
Last Chance for Our Children: How You Can Help Save Our Schools.
REPORT NO.- ISBN-0-201-12644-3
PUB DATE- 85
NOTE- 230p.
AVAILABLE FROM- Publication Sales, Addison-Wesley Publishing Company, Inc., 5851 Guion Road, Indianapolis, IN 46254 ($12.95).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Conventional Instruction; *Educational Change; Educational Improvement; Educational Objectives; *Educational Philosophy; Educational Quality; Minority Groups; *Role of Education; *Traditional Schools
IDENTIFIERS- California; Excellence in Education

This book presents the case for traditional education and discusses the public's role in making education effective. The opening chapter introduces the concept of traditional education, noting its emphasis on the development of a command of language and formation of moral character, and placing the call for traditional education in a historical and practical context. The second chapter considers the purpose of public schools historically and today. The third chapter goes into greater detail to define traditional education and describes how it serves to develop superior workers, active citizens, and fulfilled individuals. Chapter Four rejects the argument that the "excellence in schools" movement is unfair to minorities. The importance of providing moral guidance without religious indoctrination is the topic of the fifth chapter. The sixth chapter outlines the move toward reforming education in California along traditional lines under the state superintendent elected in 1982. The book's remaining chapters look at ways educators, parents, institutions, and the general public can each contribute to the excellence movement. Chapter Seven considers shared responsibilities, Chapter Eight concentrates on teachers, Chapter Nine focuses on parents, Chapter Ten discusses the roles of governmental and private institutions, and the eleventh chapter reflects on the optimism associated with the reform movement. (PGD)

ED 268 648

EA 018 368

Moore, Joseph B.
The Language and Implementation of State Educational Policy.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; *Educational Policy; Educational Principles; Elementary Secondary Education; *Government School Relationship; *Language Typology; *Policy Formation; Program Implementation; State Licensing Boards; State School District Relationship; *State Standards; Statewide Planning
IDENTIFIERS- Vermont

This case study was undertaken in order to discover if there are different types of policy language, and, if so, to describe relationships betweeen policy language types and policy implementation. Content analysis of three drafts of the state educational policy, "Standards for Approving Vermont's Public Schools," demonstrated the presence of three types of policy language: philosophical (which describes a goal), professional (which describes the desired output of an activity), and prescriptive (which mandates an activity or stipulates certain conditions). During the policy making process, individuals and interest groups attempted to influence policy by shifting statements from one language category to another. Content analysis revealed random discrepancies between the approved policy and regulatory guidelines. Policy language type had minimal impact during policy implementation by school personnel, unless significant implementation conditions were present. For external evaluators, however, policy language type evoked differential responses. The study concludes that policy detached from the conditions for implementation is not likely to be reflected in school practice. (TE)

ED 268 662 EA 018 389

Hooker, Clifford P.
Prayer in Public School Graduation Ceremonies.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Apr 86
NOTE- 10p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Commencement Ceremonies; Constitutional Law; *Court Litigation; *Graduation; High Schools; High School Seniors; *Religion; School Law
IDENTIFIERS- *Establishment Clause; *Prayer; Supreme Court

Questions arise about the constitutionality of including some form of prayer, usually an invocation or benediction, in public school graduation ceremonies, and whether such prayer can appropriately be delivered by a minister or other religious leader. The U. S. Supreme Court has not addressed this precise issue, but an analysis of other courts' decisions, and related Supreme Court precedents, may help educators to assess the factors involved in assessing the constitutionality of this widespread practice. Arguments against prayer at graduation ceremonies are based on the Establishment Clause of the First Amendment that reads: "Congress shall make no law respecting an establishment of religion...." An examination of the cases cited indicates that the outcome of a commencement exercise challenge appears to hinge on the evidence of school district involvement designed to advance religious purposes. Without aggravating circumstances, a court would seem to be unlikely to find an Establishment Clause violation in the context of the traditional ceremonial nature of commencement exercises. (Thirty-two references) (MLF)

ED 268 675

EA 018 418

Baldwin, Grover H.

The Implications of "Good-Faith" Negotiation Provisions for "Meet and Confer" Laws.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 20p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Collective Bargaining; *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; Information Needs; Labor Relations; *Negotiation Impasses; Postsecondary Education; *Scope of Bargaining; *Unions

IDENTIFIERS- *Good Faith Requirements

A review of good faith requirements under meet and confer laws for public sector negotiations raises implications for school district management decisions regarding negotiations. First, it appears that state courts are being influenced by National Labor Relations Board and federal court rulings that pertain to the private sector, causing private sector negotiating strategies and reasoning to be applied to public sector negotiations. Second, the rulings that apply National Labor Relations Act provisions to public schools require boards to make every effort to reach an agreement with the employees' union. Anything that gives the appearance of surface bargaining, or merely going through the motions to satisfy the statutory requirements so that the boards can reach impasse and make unilateral changes, will be suspect and challenged and may well lead to a finding of bad-faith negotiations. Third, private and public sector rulings have expanded good faith rulings to include the need to provide information to substantiate proposals, counterproposals, and claims by management, as well as to provide information to employee representatives to permit the fulfillment of responsibilities to administer and police the contract. On balance, the efforts by the courts to provide the atmosphere for good faith negotiations via application of private sector standards to the public sector is a trend worth watching for those who negotiate in this arena. (MLF)

ED 268 703

EC 182 306

Klecan-Aker, Joan S.
A Comparison of the Oral Narrative Abilities between Normal and Learning-Disabled Middle School Children.

PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Expressive Language; Intermediate Grades; *Learning Disabilities; Middle Schools; *Narration; *Story Telling

The study assessed the oral narrative abilities of 10 normal and 10 learning-disabled (LD) middle school children (11-12 years old).

Narratives were assessed using A. Applebee's system for the development of story organization. The narratives were also examined for the specific components used within the stories themselves. Findings revealed different developmental levels of narrative structure and a differentiation in the specific components within the story episodes between the groups of Ss. Findings suggested that LD Ss had difficulty formulating a well thought-out and coherent narrative, and that remediation should focus on the concepts of underlying narrative components. (CL)

ED 268 737 EC 182 341

Vaughan, Mark; Shearer, Ann

Mainstreaming in Massachusetts: How Special Education Became Ordinary in One State in America.

Campaign for People with Mental Handicaps, London (England).; Centre for Studies on Integration in Education, London (England).

REPORT NO.- ISBN-0-946828-09-1

PUB DATE- 86

NOTE- 41p.; Photographs may not reproduce clearly.

AVAILABLE FROM- Brookline Books, P.O. Box 1046, Cambridge, MA 02238 ($6.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Comparative Education; *Disabilities; Elementary Secondary Education; Federal Legislation; Foreign Countries; *Mainstreaming; Parent Participation; Parent School Relationship; Program Implementation; *Special Education; State Legislation

IDENTIFIERS- *Great Britain; *Massachusetts

The report discusses Massachusetts' experiences in implementing P.L. 94-142, the Education for All Handicapped Children Act, draws conclusions regarding integration of federal and state law, and describes placement options available under the law. The context of reform in both the United States and Great Britain is discussed, and the state-wide efforts in implementing the law are recounted. A teacher's and an administrator's view of the law are presented. The case of a British child who spent a year in Western Massachusetts' fully integrated classes is described and her Individualized Education Program cited. Additional examples of the mainstreaming approach are offered, including a deaf and hearing impaired collaborative. Information on parental involvements addresses issues of politics and the balance of power with professionals. Questions of cost are considered as are implications of serving students age 22 and older. A concluding section points out lessons to be learned by Britain from the Massachusetts system. (CL)

ED 268 818 FL 015 655

Choi, Soonja
Transparency and Pragmatics in the Acquistion of Negation.
PUB DATE- 29 Oct 85
NOTE- 17p.; Paper presented at the Annual Boston University Conference on Child Language Development (10th, Seattle, WA, October 27-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Contrastive Linguistics; *English; *French; Grammar; *Korean; *Language Acquisition; *Morphology (Languages); *Negative Forms (Language); Pragmatics; Young Children
IDENTIFIERS- Markedness

A cross-linguistic study of negation in English, French, and Korean examined the relationship of transparency and position of marker to acquisition of negation. Data were drawn from a longitudinal study of nine children: two native Korean-speakers, two American speakers of English, and five speakers of French. Five of the children were studied for over a year. Mean length of utterance (MLU) in recorded spontaneous speech and age were independent variables measured. The negative forms differ in each language in their transparency between form and meaning, and it was predicted that French-speakers would acquire their more transparent forms first. It was found that all the children began to combine negative markers with other lexical items at a MLU of 1.4-1.5, but that French-speakers acquired it earliest in terms of MLU and age. Variation was found in the acquisition of different negative forms within each language. The results also indicate that all the children preferred preposing the negative form at the early stages of acquisition, contradicting some earlier research. (MSE)

ED 268 833

FL 015 678

Ruane, Mary
New Approaches in the Development of Oral Skills.
PUB DATE- 86
NOTE- 8p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Techniques; Educational Games; *Educational Strategies; Foreign Countries; *Second Language Instruction; *Speech Skills; Teacher Role; Teacher Student Relationship; Testing
IDENTIFIERS- Ireland

With recent developments in assessment and syllabus formats in Ireland, the foreign language classroom has changed considerably, especially in the promotion of oral skills at the upper levels. Differences are found in the variety of classroom activities, with the emphasis now on group activities, and in the organization of learning and student-teacher relationships, with learners functioning more freely, initiating and managing their own activities, resulting in an apparently reduced role for the teacher. The new practices are based on research into the acquisition of second languages that suggests the effectiveness of spontaneous, creative, conversation-like exchanges organized as structured, authentic tasks. Much task-based material for oral skills development has been produced. Materials appropriate for upper-level instruction include problem-solving and thinking games, interpersonal activities, role-plays and simulations, and interpretation activities using visual and sound stimuli. Instructional factors such as learner grouping, selection and grading of task types, the need to minimize "communicative stress," management of feedback, and the role of the teacher require attention. Ultimately, appropriate forms for evaluation of creative, spontaneous language use at the advanced level will have to be developed. (MSE)

ED 269 000 IR 012 089

Goldberg, Lazer
A Climate for Learning Science. Concept Paper. SEL (The Skills Essential to Learning Project) Phase II.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Sep 80
NOTE- 24p.; For related reports, see ED 249 976-983.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Educational Television; *Instructional Design; Junior High Schools; *Science Education; *Science Materials; Science Programs; Scientific Concepts; *Scientific Literacy; Skill Development; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Agency for Instructional Television

Commissioned for use during the design phase of the "Skills Essential to Learning" (SEL) video project, this concept paper makes a number of suggestions for facilitating effective scientific learning. These include: (1) establishing a positive climate for science learning in which the student can ask and pursue questions, change routes, sources and hypotheses, and has the power to say "I don't know"; (2) allowing students to work cooperatively, to build on the efforts of others, to give credit where it is due, and to organize into groups when necessary; (3) fostering of hypothesizing, predicting, observing, locating information, and isolating the problem, to increase general thinking skills while learning the scientific process; and (4) focusing school science on the everyday experiences of students. It is argued that the most essential insight that students should glean from the science programs is that all life, on both a macro and micro level, is interdependent with other life forms, and dependent on the non-living environment, and that these relationships are worldwide. The real challenge is to create a climate in which children's

imagination is sensitized to conceive of what the senses do not convey. Essential ingredients for such an environment are mutual respect and patience. (JB)

ED 269 014 IR 051 491

Machalow, Robert
Bibliographic Entries with a Microcomputer.
PUB DATE- 86
NOTE- 29p.; For the first part of this exercise, see ED 255 211.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Bibliographies; *Citations (References); *Computer Assisted Instruction; Computer Software; Higher Education; Instructional Materials; *Library Materials; *Library Skills; Microcomputers; Reference Materials
IDENTIFIERS- Apple IIe; *City University of New York York College

This document presents the second portion of a library research exercise developed at York College which uses the Apple IIe microcomputer and word processing software--Applewriter--to teach library research skills. The original disk required students to compile a bibliography. This document, which contains the textual information found on a supplementary disk, explains the format for various bibliographic entries once the student has gathered the references for the required bibliography. Explanations and sample bibliographic entries in Modern Language Association format are provided for books (reference texts, and books with one, two, or three or more authors) and articles (journals with continuous pagination throughout the volume, journals which page every issue separately, weekly magazines or newspapers, monthly magazines, and daily newspapers). The on-disk instructions for loading the textual segments would have to be modified if a different software package were used. A brief introduction explains the use of the manual. (THC)

ED 268 721 EC 182 325

PIE Level, Special Education Core Curriculum Manual. I.E.P. Development Guide.

Bergen County Region III, Demerest, NJ. Div. of Special Education.
PUB DATE- Mar 86

NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; *Disabilities; Eye Hand Coordination; *Individualized Education Programs; Interpersonal Competence; *Learning Activities; Motor Development; Play; Preschool Education; Self Care Skills; Speech Skills; Teaching Methods

The manual presents an Individualized Education Program development guide for working with special education preschoolers. Goals, objectives, and activities are specified in six major areas: (1) speech and language skills (expressive skills, comprehension skills, imitation of non-speech vocalizations, sorting by category; (2) self help skills (undressing, washing hands, pouring from a pitcher); (3) social/emotional skills (direction following, exploration of the environment, singing and dancing to music, associative play, rule following); (4) cognitive skills (recognition of familiar objects, naming of other family members, meaningful counting, puzzle completion); (5) gross motor skills (kicking, ball rolling, jumping, catching, skipping); and (6) fine motor skills (formboard completion, controlled scribbling, paper folding, bead stringing). Descriptions of activities include teaching directions. (CL)

ED 268 918

HE 019 285

A Path to Excellence in Public Higher Education in Florida. Report of the Regents' Study Commission on Funding for Excellence.
Florida State Board of Regents, Tallahassee.
PUB DATE- Jan 85
NOTE- 43p.
AVAILABLE FROM- Florida Board of Regents, 107 West Gaines Street, Tallahassee, FL 32301.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blue Ribbon Commissions; College Administration; *Educational Finance; *Educational Quality; Financial Policy; Fund Raising; *Higher Education; *Institutional Advancement; Marketing; Money Management; Operating Expenses; *Private Financial Support; Public Colleges; Resource Allocation; *State Aid; Teacher Salaries
IDENTIFIERS- Excellence in Education; *Florida

A report on creative approaches to educational funding for the Florida University System is presented by the Study Commission on Funding for Excellence. The focus is public finance, management efficiency, and private funding and marketing. Recommendations are offered on: faculty and support staff salaries, public-private partnership, matching endowment programs, public-private facilities efforts, voluntary support, joint-use facilities, cooperative education programs, student fees, academic and administrative effectiveness, cost-effective funding incentives, training and personnel development, university development, and marketing. Appended are data on: total general revenue funds and operating appropriations for the State University System, 1970-1984; enrollments; general revenue appropriations for specific state departments; the percentage of faculty by rank for specific campuses; and number of Eminent Scholars Grants by campus. An approach to simplifying the process of establishing an upper quartile salary goal for faculty is described. Information is also provided on the program review process and on a proposal to improve management effectiveness of the state institutions. (SW)

ED 268 932 HE 019 300

Hunziker, Celeste M.

The Graduates of 1983 and 1973: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Mar 86

NOTE- 44p.

AVAILABLE FROM- University of California, Davis, Office of Student Affairs Research and Information, 117 South Hall, Davis, CA 95616.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Choice; College Attendance; *College Graduates; *Educational Benefits; *Education Work Relationship; *Employment Patterns; Full Time Students; *Graduate Study; Graduate Surveys; Higher Education; Majors (Students); Participant Satisfaction; Part Time Employment; Professional Education; Questionnaires; Salaries; Student College Relationship; *Student Experience; Vocational Followup

IDENTIFIERS- University of California Davis

Postgraduate education, employment, and attitudes of 1973 and 1983 graduates of the University of California, Davis, (UC Davis) were surveyed in 1984. Responses were received from 60% of 1983 bachelor's degree recipients and 48% of 1973 graduates. Findings include: one-third of baccalaureate degree holders enrolled immediately in a postgraduate degree or credential program, and additional 30% entered graduate school within 11 years of graduation; between one-quarter (1983) to one-third (1973) of graduates chose UC Davis for their first professional program; over three-quarters of 1983 alumni who enrolled in graduate programs rated their undergraduate preparation as very good or more than adequate; about 58% of 1983 degree recipients accepted full-time jobs after graduation; nine out of 10 1983 respondents employed full-time reported that their undergraduate education prepared them adequately to very well for their current occupations; recent alumni reported high levels of interaction with faculty during their undergraduate years; and over 80% of 1983 respondents reported being satisfied or very satisfied with their undergraduate experience at UC Davis. The questionnaire and information on survey procedures and the study sample are appended. (SW)

ED 268 974 IR 012 036

Warnat, Winifred I.
Human Factors beyond the Workplace: A Social Context for Robotics.

PUB DATE- 1 Jun 83
NOTE- 19p.; Paper presented at the Canadian Computer Aided Design/Computer Aided Manufacturing and Robotics Conference (2nd, Toronto, Ontario, Canada, June 1, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Economic Change; *Educational Needs; Employment Projections; *Futures (of Society); *Labor Market; Literature Reviews; Man Machine Systems; *Robotics; Skill Development; *Social Change; Technical Education; *Technological Advancement

This discussion of the influence of robotics on the individual and society addresses three major topics: (1) the current employment picture and future expectations; (2) developments in the robotics industry and their impact on the changing character of work; and (3) the implications of these changes for both society and the individual worker. The impact of the information revolution on the workplace is reviewed, an employment picture for 12 occupations is projected for the year 2000, and additional changes that robotics and other technologies will bring to society are discussed. An overview is given of the impact of robotics on the types of jobs that will be available, the kind of training that workers will need, and the plight of the displaced worker, including predictions of the levels of automation in industry for the years 1985 to 1990. Summaries are provided of five major reports on the social impact of robotics from Carnegie-Mellon University (1981), the Joint Economic Committee (1982), the Office of Technology Assessment (1982), the Society of Manufacturing Engineers and the University of Michigan (1982), and the W. E. Upjohn Institute for Employment Research (1982) respectively. Concluding statements include six recommendations designed to help restore the competitiveness of U.S. industry in the work marketplace that were developed by the National Research Council and the Business-Higher Education Forum, and a brief discussion of ways in which the robotics industry can respond to social change. A 12-item bibliography is provided. (JB)

ED 268 621 EA 018 332

Carlson, Ken; Silverman, Rita

The Politics of Teacher Education Reform.

PUB DATE- 7 Feb 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Virginia Beach, VA, February 1985). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Legislation; Educational Policy; Educational Trends; Education Majors; *Government School Relationship; Higher Education; *Political Issues; Politics; Politics of Education; Public Opinion; Schools of Education; *State Programs; Teacher Certification; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *New Jersey

Education professors are being attacked for the way they prepare people to teach. This criticism is not well founded; teacher preparation programs are being made scapegoats so that the public can avoid facing the hard facts that constitute the core of the problems within the teaching profession. Nowhere has the attack on teacher education been more sustained and yielded more drastic proposals than in the state of New Jersey. Much of this criticism has been motivated by politicians seeking to benefit from the publicity surrounding educational reform. National commission reports have focused nationwide attention on education, and the new Republican leadership in New Jersey has been eager to upstage the reforms set in motion by the previous Democratic administration. A panel established by the new education commissioner to determine the skills needed by beginning teachers was rigged to reflect the administration's position. An instate commission appointed to figure out how the panel's recommendations should be incorporated was also loaded in the commissioner's favor. The state eventually adopted a teacher education program that provided an alternative to the college programs. Even though this is an easier and cheaper way to train teachers, the commissioner may regret his victory. His program will be scrutinized and any evidence of deficiencies will be broadcast vigorously. (GJ)

ED 268 690 EA 018 437

Montgomery, Mary Jean
Promote Sex Equity in Vocational Education.
PUB DATE- Apr 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Change Strategies; Community Involvement; Educational Improvement; Secondary Education; Sex Differences; *Sex Fairness; Sex Role; *Student Attitudes; *Vocational Education

Before students will pursue nontraditional careers, they must be convinced that there are good reasons to break into vocational fields previously identified as the domains of the opposite sex. The failure of girls to become involved in traditionally male vocational education courses may indicate that the courses are no longer relevant and are only attended by boys for social or other reasons not related to practical concerns. Schools that consciously try not to discourage enrollment in nontraditional courses may still fail to encourage such enrollment sufficiently. Teachers may also discourage enrollment by treating male and female students differently. School boards are responsible for promoting sex equity and must go beyond the mere meeting of minimum standards. Among the strategies that can be used are communicating equity needs to school personnel and the community at large, reviewing teaching materials for nonvocational classes that may reflect sex-biased attitudes toward vocational choice, hiring women or men to teach courses traditionally taken by the other sex, appointing a citizens' advisory committee, obtaining grants, and perhaps holding an annual "nontraditional job fair." Progress toward equity should be measured by monitoring enrollments and student attitudes. (PGD)

ED 268 704

EC 182 307

Respite Care: A Supportive and Preventive Service for Families. Issues Related to Welsch v. Levine. Policy Analysis Series No. 20.

Minnesota State Planning Agency, St. Paul.

PUB DATE- 18 Oct 63
NOTE- 21p.; Prepared by the Developmental Disabilities Program. Light type in portions of document may affect legibility.
AVAILABLE FROM- Minnesota State Planning Agency, Developmental Disabilities Program, 201 Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Disabilities; *Family Programs; *Financial Policy; Program Costs; *Respite Care; *Services; State of the Art Reviews
IDENTIFIERS- *Minnesota

The paper examines issues of respite care specifically as they relate to developmentally disabled persons in Minnesota. A review of the literature focuses upon the status of respite care services in the state as well as the need for respite care and its role in an array of family support services. Family services are described in terms of those in the home (such as homemaker services) and those outside (such as specialized nursing services and state residential facilities). Respite care programs in two other states, Massachusetts and Wisconsin, are also described. A final topic covered is financing respite care services. The paper concludes that respite care is a supportive as well as preventive service for families, and that its lack in Minnesota has resulted in an overreliance on the use of state hospital facilities by families seeking temporary relief. A reference list and a list of respite care training resources are appended. (CL)

ED 268 771 EC 182 387

Phelps, Barbara; And Others
Team Up to Increase Services.
PUB DATE- Apr 86
NOTE- 62p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Development at Great River Area Education Agency #16, Burlington, IA.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Elementary Education; Individualized Education Programs; *Interdisciplinary Approach; Interpersonal Competence; *Mild Mental Retardation; *Staff Role; *Teamwork

The presentation describes the development of an interdisciplinary team approach to working with mildly retarded students (5-9 years old). The approach featured group discussions and activities to enhance students' listening, communication, and social skills, and to improve individual and group behavior. Individual and group goals were designed by participating staff (a speech/language clinician, school psychologist, school social worker, and special education teacher). Staff roles are described as is the approach's connection with individualized education program goals. Positive results, including an enhanced team concept and flexibility in goal selection are cited along with difficulties in coordinating professionals' schedules. Information on record keeping is provided. Sample goals and activities are appended. (CL)

ED 268 787

FL 015 603

Hanninen, Ritva
L. S. Tsvetkova's Individual Aphasia Rehabilitation Method and Its Applications.
PUB DATE- 85
NOTE- 11p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; Literature Reviews; *Neurolinguistics; *Neurological Organization; Research Methodology; *Speech Therapy; Systems Approach

The goal of all speech rehabilitation methods is the restoration of speech as a unitary higher function. One approach views speech as a complex but coherent system where all levels and components are interconnected. This view takes into consideration the use of verbal communication, which takes place at a higher speech level and includes activity, the knowledge of language, and restoration and understanding of language, extending to the connection between words and things. The specific rehabilitation consists of a set of methods used together to treat an integrated set of functions and defects, with some methods "leading" in their treatment of the specific defect(s) and others "following" to support the functioning of other components of the speech system. A feature of this set of methods is that within each distinct method, a therapy of the concrete defect and the secondary disturbance has to restore speech as a whole system, and the methods must be used systematically. (MSE)

ED 268 803

FL 015 621

Tonkin, Humphrey, Ed.; Johnson-Weiner, Karen, Ed.
Language Planning at the International Level. Report of the Annual Conference of the Center for Research and Documentation on World Language Problems (3rd, New York, New York, December 14, 1984).
Center for Research and Documentation on World Language Problems, New York, NY.
REPORT NO.- ISBN-0-934973-03-2
PUB DATE- 85
NOTE- 130p.
AVAILABLE FROM- Center for Research and Documentation on World Language Problems, 777 United Nations Plaza, New York, NY 10017 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Policy; Conferences; Foreign Countries; *International Cooperation; *International Organizations; International Trade Vocabulary; *Language Planning; Machine Translation; Multilingualism; Policy Formation; Second Language Instruction; Sign Language; *Translation
IDENTIFIERS- European Community; United Nations

The proceedings of the conference include the opening address (Francoise Cestac) and these papers: "False Friendship in International Language Planning" (Joseph L. Malone); "Guidelines for Terminology Standardization at the United Nations" (Marie-Josee Jastrab); "Language Policy at the Agence de Cooperation Culturelle et Technique" (Jean-Claude Corbeil); "Language Training in the Context of Language Planning in International Organizations" (Youssef Mahmoud); "Language Planning, Planned Languages and International Organizations" (Humphrey Tonkin); "Preserving Multilingualism in the European Community" (Brian Moon); "The Efficient Planning of Conference Interpretation" (Bruce Boeglin); "Simultaneous Sign Language Interpretation" (Roland Wesemael); "Language Planning and the Automatic Translation System DLT" (Alex Olde-Kalter); "Intermediate Language in Multi-Language Simulations" (Amri Wandel); and "Planned Language Services in International Business" (Eva Berry). Appended materials include a description of the Center for Research and Documentation on World Language Problems, lists of future conferences, and current conference participants. (MSE)

ED 268 849

HE 019 179

Cross, K. Patricia

Taking Teaching Seriously.

PUB DATE- 11 Mar 86
NOTE- 15p.; Paper presented to the Annual Meeting of the American Association for Higher Education (Washington, DC, March 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *College Faculty; *College Instruction; Educational Objectives; *Educational Quality; Higher Education; *Instructional Improvement; Productivity; Professional Recognition; Research Projects; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Responsibility; Teaching (Occupation); Writing for Publication

Perspectives on good teaching at the college level are offered. Some evidence exists that students' retention of lecture material is poor. One promising approach is the Personalized System of Instruction, which emphasizes student involvement, high expectations, and assessment and feedback. Some faculty members now focus on recall and comprehension and do not require students to develop skills in analysis, synthesis, and evaluation. A problem exists when colleges whose mission is primarily teaching and student development turn to faculty publishing as the route to academic distinction. Good teaching is the first ingredient of quality education, and colleges need to find ways to encourage and reward good teaching. Research on student evaluations of teacher performance consistently indicates that: there is general agreement among students and faculty on the effectiveness of teachers; judgments by students about teachers persist and are replicated years after they graduate; and students' ratings positively correlate with the amount of student learning. It is proposed that research on teaching and learning be done by classroom teachers (classroom researchers), especially at teaching institutions. Advantages of this proposal are discussed, and external factors that have focused attention on the quality of instruction are also identified. (SW)

ED 268 863 HE 019 228

Branscum, Joanne

On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1983. Report 83-2.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Jun 84
NOTE- 67p.; Appendix printed on colored paper and contains small type.
AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201-2993.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Students; *Enrollment Trends; Full Time Students; Geographic Location; *Higher Education; In State Students; *On Campus Students; Part Time Students; Private Colleges; Public Colleges; State Colleges; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arkansas

Fall 1983 on-campus enrollment data in Arkansas colleges and universities are presented, along with a narrative description of trends. Statistical tables cover the following areas: fall on-campus headcount by student level and type of institutions, 1974-1983; number and distribution of fall full- and part-time on-campus headcount students, 1980-1983; fall on-campus headcount of first-time enrollees; legal residence of students at state-supported and private institutions, and sex and median age of students. Enrollment at state two-year institutions increased to 12,767, or 17.39% of the total enrollment. State four-year enrollment was up in all but two institutions. The college-going rate increased during 1983, although the number of first-time entering students decreased because of declines in high school graduates. Full-time enrollment declined by 409 students, while part-time enrollment increased by 1,114. Twenty-three of the 32 institutions increased in part-time enrollment. The average load per student remained stable at 15 hours for full-time undergraduates and 5 hours for part-timers; and 11 and 4 hours for full-time and part-time graduate students, respectively. Over 90% of students in Arkansas state-supported institutions list Arkansas as their legal residence. (SW)

ED 268 877 HE 019 242

Mark, Sandra F.
Gender Differences among Mid-Level Administrators. ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrators; *College Administration; College Environment; Employment Practices; *Females; Higher Education; Leadership; *Middle Management; Organizational Climate; Personnel Policy; Research Methodology; *Sex Differences; Socialization; Vocational Adjustment; Work Attitudes
IDENTIFIERS- *ASHE Annual Meeting; *Women Administrators

Gender differences among mid-level administrators in higher education is considered, based on a review of research. Attention is directed to research in three areas: (1) socialization of women and men to work and career patterns, (2) characteristics of higher education administrators, and (3) characteristics of the institutional climate and its effect on gender. Methodological issues and suggestions for future research are also addressed. Specific research concerns include: achievement motivation issues; leadership as an expression of achievement; factors that affect the socialization of women to work in high levels of the professions; number of women in higher education administration, where they are located, and what kinds of positions; demographic factors; perceptions and evaluations of their work; skills of mid-level managers; problems and issues; cultural spheres affecting academic life and the use of historical analysis to understand the power that brought about changes; an institution's internal personnel procedures for equity, selection, hiring, stereotyping, and mentoring; and how an institution deals with problems, issues, and changes. Methodological issues include: subjects, measures, kinds of comparisons, settings, demographic factors, and interaction between the role of culture and institution. Six pages of references conclude the report. (SW)

ED 268 890

HE 019 255

Birnbaum, Robert

Leadership and Learning: The College President as Intuitive Scientist. Presidential Address: ASHE 1986 Annual Meeting Paper.

SPONS. AGENCY- Columbia Univ., New York, N.Y. Teachers College.

PUB DATE- Feb 86

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *Attribution Theory; *College Presidents; *Educational Change; Educational Quality; Expectation; Higher Education; Intuition; *Leadership; Locus of Control; *Schemata (Cognition)

IDENTIFIERS- *ASHE Annual Meeting

Cognitive biases that may affect learning by college presidents and the effects of these biases on the presidency and higher education were studied. Based on a recent study of presidential judgment under uncertainty, data were obtained on the perceptions of 252 campus chief executive officers concerning institutional leadership and quality, and the sources of institutional improvement and change. Presidents indicated on a 100-point scale how effective they thought the average college president was as an institutional leader. They also rated themselves and their predecessors. Presidents assessed seven aspects of their campuses at the time they took office, estimated changes in them to date, and predicted their state at the time they will leave office. Finally, presidents identified the most important incident or change at their campus during the past year or so. It was found that presidents build schemas of effectiveness that are based on previous success in their careers and on the normative expectation that presidents have critical effects on institutional life. When they encounter new and ambiguous situations they are likely to anticipate, and therefore to observe, successful outcomes, and to attribute these to their own efforts. Presidents are also subject to errors induced by cognitive distortion. (SW)

ED 268 904

HE 019 270

Peterson, Marvin W.

Critical Choices: From Adolescence to Maturity in Higher Education Research. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Practices; *Higher Education; *Postsecondary Education as a Field of Study; Research Design; *Research Methodology; *Research Needs; *Theories

IDENTIFIERS- *ASHE Annual Meeting

Purposes of research in higher education, the issue of research paradigms, and the identification of research questions are discussed in this keynote panel paper. Different purposes of research include conceptual and theoretical development, relating theory and practice, and improving practice. Higher education as a field has not yet given much attention explicitly to the role of research in conceptual or theoretical development. Research can help in translating concepts and theory and showing their fit with practice. Most of the published articles in higher education currently place research in some theoretical or conceptual context. If research is directed to improve practice, the focus is real issues and the effort is likely to be organized around functional categories, such as teaching and learning and financial affairs. Different research purposes suggest various research strategies and methods. In considering topics for research, two criteria are important: significance and interest. Seven suggestions for higher education research are offered, including: identifying significant conceptual, issue, and functionally-based research topics; promoting integrative research efforts that combine varied strategies and methods; and initiating more professional discussions and publication activities to examine the applicability of new approaches. (SW)

ED 268 946 HE 019 314

Hunziker, Celeste M.
Evaluation of Remedial Programs at UC Davis.
PUB DATE- Mar 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Basic Skills; *College Instruction; Economically Disadvantaged; Educationally Disadvantaged; Educational Objectives; Educational Quality; Evaluation Criteria; Higher Education; High Risk Students; *Individualized Instruction; *Outcomes of Education; *Program Evaluation; *Remedial Programs; Research Design; *Standards; State Universities
IDENTIFIERS- *University of California Davis

Efforts at the University of California, Davis, (UC Davis) to develop standard evaluation models for remedial programs are described, and three UC Davis evaluation studies are considered. A standard evaluation model entails a formal orientation, a singular values perspective, and a primary audience of program funders and oversight agencies. The research questions and the overall goals are defined prior to evaluation by these parties, not by campus evaluators/staff. Evaluations are based on predetermined program goals, and these goals may be translated into easily measurable outcome variables, (e.g., academic performance and retention), in order to develop comparable data across campuses. The evaluation design is established beforehand, and the methodology is carefully controlled and duplicated on each campus to ensure comparability of results. Successful evaluations involve four criteria: (1) the evaluation clearly identifies and specifies program goals (2) the evaluation identifies and addresses the concerns of its primary audience, (3) the evaluation develops appropriate measures of program outcomes as they relate to program goals; and (4) the information provides a sufficient basis for judging program worth. The three UC Davis evaluation studies concentrated on Individualized Study Programs. (SW)

ED 268 960 IR 012 015

Computer Education. Alaska Elementary Curriculum Guide. First Edition and Computer Education. Alaska Secondary Curriculum Guide. First Edition.

Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavioral Objectives; *Computer Literacy; Curriculum Design; *Curriculum Development; Curriculum Guides; *Elementary Education; School Districts; *Secondary Education

IDENTIFIERS- *Alaska

These two curriculum guides are part of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. The guides represent a synthesis of input from many sources, both Alaskan and national. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. Topics/concepts describe the major parts of the subject under consideration and they define broadly the content to be included in the study of each subject area. Learning outcomes describe in general terms the behaviors students are expected to demonstrate as a result of their learning experiences. Sample learning objectives are indicators of student progress toward the stated goals, i.e., the learning outcomes. Both the elementary and secondary computer education curriculum guides are organized around the topics of computer operation, computer application, problem solving, and computers in society. The elementary education curriculum guide is divided into three sections: grades 1-3; 4-6; and 7-8. The secondary education curriculum guide is intended for grades 9-12. (THC)

ED 269 015

IR 051 492

Ahmad, Carol F.

Bibliographic Instruction in ARL Libraries. SPEC Kit 121.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Feb 86
NOTE- 122p.; For a related document, see ED 251 076.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 per issue; subscription services available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Computer Assisted Instruction; Higher Education; Library Automation; *Library Catalogs; *Library Instruction; *Library Planning; Library Research; *Library Skills; Microcomputers; Research Libraries
IDENTIFIERS- *Association of Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit on Bibliographic Instruction (BI) in Association of Research Libraries (ARL) examines current developments as well as anticipated trends based on a SPEC telephone survey of 25 ARL libraries with active BI programs. Two themes which ran through the mid-1985 interviews were the use of new technology in BI programs and the expansion of programs to reach more diverse audiences. The kit contains: (1) BI planning materials from seven libraries (Duke University, Ohio State University, Michigan State University, University of North Carolina, Brown University, Temple University, and University of California at Riverside); (2) three examples of computer-assisted instruction (CAI) programs and microcomputer-based instruction (University of Florida, University of Delaware, and University of California at Berkeley); (3) two descriptions of graduate student instruction (Ohio State University and Colorado State University); (4) one description of international student instruction (University of California at Davis); and (5) a select bibliography. (THC)

ED 268 754 EC 182 358

Rogers, Karen B.
Do the Gifted Think and Learn Differently? A Review of Recent Research and Its Implications for Instruction.
PUB DATE- 2 Apr 86
NOTE- 49p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Cognitive Style; Elementary Secondary Education; Field Dependence Independence; *Gifted; Interpersonal Competence; Problem Solving

Research on the nature of gifted children's learning is reviewed. Studies are cited on the following topics: cognitive style (learning style preferences, field independence/dependence, locus of control, and hemispheric specialization), cognitive development (differentiated stage development), cognitive strategy selection (components of problem solving); and social and emotional characteristics (interpersonal sensitivity, social cognition). Environmental factors influencing giftedness are cited, including exposure to content, practice in divergent thinking, critical analysis techniques, and communications skills development. An annotated reference list is appended. (CL)

ED 268 635 EA 018 351

Measuring Changes in Salaries and Wages in Public Schools. ERS School Management Reference Series. 1986 Edition.

Educational Research Service, Arlington, Va.
PUB DATE- 86
NOTE- 46p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 218-00090; $30.00 prepaid; postage and handling will be added to billed orders).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Indexes; Economic Change; Elementary Secondary Education; Public Education; *Salaries; *Salary Wage Differentials; School Personnel; *School Statistics; Tables (Data); Trend Analysis

The Composite Indicator of Changes (CIC) in average salaries and wages paid by public school systems is a statistical measure prepared by the Educational Research Service, Inc., to gauge and compare salary changes and analyze salary trends in individual school systems, groups of school systems, and nationally. This report describes the development, computation, and use of the CIC, and also reports on salary and wage changes for the decade from 1975-76 to 1985-86. The data are broken down to allow comparisons of the amounts of change among six component groups of school personnel, among comparable school systems, and with economic indicators such as the Consumer Price Index. The groups of school personnel compared are central office administrators, building administrators, classroom teachers, auxiliary professional personnel, secretarial and clerical personnel, and other support personnel. School systems are grouped for comparison by district enrollment. Instructions are provided for using the CIC to compare local salaries and wages with comparable data at the local, state and national levels. Twelve tables, nine figures, and worksheets for developing local data support the text. (PGD)

ED 268 649

EA 018 369

Rees, Ruth

Policy Documentation and Assessment: A Conceptual Framework.

PUB DATE- 85

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Policy; Educational Administration; Educational Assessment; Educational Objectives; *Educational Policy; Formative Evaluation; *Management Systems; *Models; *Organizational Communication; Organizational Objectives; Program Evaluation; Program Implementation; Summative Evaluation; *Systems Approach

IDENTIFIERS- Beer (Stafford)

This paper documents the development of a conceptual framework to ensure that the necessary steps are undertaken for effective policy implementation. These steps include the articulation of policy, the translation of policy into procedures, the operationalizing of those procedures into rules, and then both internal (formative) and external (summative) evaluation. The flexible framework incorporates an adapted version of Stafford Beer's model of recursive systems to illustrate the hierarchical but interdependent levels or groups of people involved in a statewide or provincial educational system, where policy is often initiated at one level to be carried out by representatives at another level. Not only does such a framework assist in the communication of policy, but also it is developed to encourage the ongoing evaluation of policy at different levels of the system. References and figures are included. (Author/TE)

ED 268 663 EA 018 396

Andrew, Loyd D.; And Others
Administrator's Handbook for Improving Faculty Morale.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-795-1
PUB DATE- 85
NOTE- 80p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($3.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Administrator Role; Administrators; Case Studies; Elementary Secondary Education; Evaluation Methods; National Surveys; *Teacher Morale

Administrative practices do affect teacher morale, according to a study conducted by Phi Delta Kappa. This handbook describes the study and its findings, presents a review of the relevant literature, and proposes specific methods administrators can use to improve staff morale. The book's first chapter describes the study's objectives: to identify the characteristics of school systems successful in achieving or maintaining high morale, to identify instruments useful for morale evaluation, and to produce a handbook of useful practices. The chapter also describes the study methodology, which involved a literature review, a survey of 315 schools nationally, case studies of 10 selected schools, and analysis of the findings. The second chapter examines and synthesizes information from the literature review. Chapter 3 compares high morale schools with low morale schools. The fourth chapter provides an action plan for administrators that takes into account the relationship between morale and leadership, interpersonal relationships, rewards, workload, control mechanisms, professional development opportunities, and other factors. A diagnostic instrument for assessing leaders' strengths and weaknesses is provided in the fifth chapter, and the sixth presents 12 brief rules for administrators. References and an additional assessment tool are also supplied. (PGD)

ED 268 676

EA 018 419

Zirkel, Perry A.

An Instrument for a Legal Review of Public School Curriculum Policies and Procedures.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 12p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Check Lists; *Compliance (Legal); *Court Litigation; *Curriculum; Elementary Secondary Education; Federal Legislation; Higher Education; Legal Responsibility; *School Law

IDENTIFIERS- Legal Audits; *Preventive Law

The "Legal Audit Instrument for Public School Curriculum" described in this paper is intended for those making decisions in curricular matters. The instrument has been derived from court decisions that are based on the Federal Constitution, legislation, and regulations. Corresponding cases and provisions within each state will require supplementary attention when the instrument is applied. Over 160 court decisions are identified in the areas of bilingual education; religious instruction; sex, health, and related education; special education; achievement and psychological testing; teaching methods or coverage; and library and instructional materials. Within each of these areas are yes-no questions targeted to local policy and practice. The full version of the instrument indicates the primary source or sources of federal law on which the related case law is based. Finally, the instrument indicates, given a circled response to that question, the probable vulnerability to a successful suit and the approximate assessment of compliance costs, each based on a 1-to-5 scale. On accompanying pages in each section, the instrument lists the corresponding case citations (largely post-1970) for each item. The "Religious Instruction" section is shown in the appendix. (MLF)

ED 268 722 EC 182 326

VIEW Level, Special Education Core Curriculum Manual. I.E.P. Development Guide.

Bergen County Region III, Demerest, NJ. Div. of Special Education.

PUB DATE- Mar 86
NOTE- 64p.; The document is a revision of ED 255 014.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assembly (Manufacturing); *Disabilities; Food Service; Graphic Arts; Horticulture; Individualized Education Programs; *Job Skills; Measurement Techniques; *Prevocational Education; Secondary Education; Vocational Education; Woodworking; *Work Experience Programs

The Individualized Educational Program development guide is intended for handicapped students at the VIEW level (Vocational Instruction and Experience Workshop). Goals, objectives, and activities are specified for each of seven categories (sample subsections in parentheses): (1) assembly skills (collating, sorting, filing, folding); (2) woodworking skills (hand tools, electric tools, hardware); (3) graphic arts skills (presstype printing, offset printing); (4) measurement skills (linear measurement, money, time); (5) plastic skills (sign engraving, injection molding, heat sealing); (6) horticulture skills (plant growth preparation, plant production, greenhouse); and (7) food (kitchen appliances, cooking methods). A brief career awareness section concludes the guide. (CL)

ED 268 738

EC 182 342

Adam, Heidemarie

Ways to Communicate with Children Who Are Profoundly Mentally Retarded and Cannot Speak.

PUB DATE- Mar 85

NOTE- 16p.; Paper presented at the World Congress of the International Association for the Scientific Study of Mental Deficiency (7th, New Delhi, India, March 24-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Skills; *Manual Communication; Multiple Disabilities; Nonverbal Communication; *Severe Mental Retardation; Teaching Methods

Experiences working with nonverbal severely and profoundly retarded and multiply handicapped children are discussed in this paper. Alternative communication systems are reviewed, including use of manual signs, pictures and symbols, photographs, realistic drawings, pictograms, and Bliss Symbols. A model for teaching basic understanding of communication identifies several stages leading to symbolic languages: the resonance phenomenom (gestures based on the child's movements), co-active movement (movements through space leading to imitation), and non-representational reference (teaching the child increasingly more abstract ways of representation). Progressions are noted from the non-representational reference stage to use of a sequence or calendar box to chart the activities of the day. (CL)

ED 268 819 FL 015 659

Mestre, Jose
On the Relationship between the Language of Natural Discourse and the Language of Logic: The Interpretation of Semantically Complex Sentences.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 35p.; Paper presented at the Harvard Conference on Thinking (Cambridge, MA, August 19-23, 1984).
GRANT- NIE-G-83-0072
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; Discourse Analysis; English; Hispanic Americans; Language Processing; *Language Usage; *Logic; Negative Forms (Language); *Reading Comprehension; Response Style (Tests); *Semantics; *Sentence Structure; Short Term Memory; Spanish; Time Factors (Learning)

The focus of the study reported here was to investigate people's comprehension ability as a function of the number and type of negations embedded within sentences similar to those which might appear as premises in syllogisms. The subjects were one group of 11 Hispanic and four groups of Anglo students, with 15 in each Anglo group. Thirty-two logically complex sentences containing one, two, or three negations each and certain consistent elements (quantifiers, groups of similar objects, verb, etc.) were constructed, with four or five possible answer sentences corresponding to each sentence. Four sets of sentences were constructed, each containing the 32 basic sentences with portions of the sentences in different positions. One set was administered to the Hispanic group and to one of the Anglo groups; the other three sentence sets were administered to the other three Anglo groups. The subjects were to read the complex sentences and choose a less complex sentence that most closely corresponded to the meaning in the complex sentence. The results indicated that the subjects comprehended best the sentences with discrete rather than continuous descriptive information, and that sentences containing three negations were not well understood. The only difference between the Anglo and Hispanic groups was in the latency of response, a fact possibly explained by their acquisition of English as a first or second language. Possible explanations for the overall and specific findings are examined. (MSE)

ED 268 834 FL 015 679

Nelson, Jacqueline
Implementing Oral Exams as Part of the School Exam System.
PUB DATE- 86
NOTE- 8p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Examiners; *Interviews; *Language Tests; Learning Motivation; Scheduling; Scoring; Second Language Instruction; *Test Construction; *Testing Problems; Testing Programs; *Test Use

Inclusion of oral exams as a regular part of the school-based testing program has the advantages of providing motivation to learn oral skills, oral testing experience, additional opportunities for students to perform well, and improved relationships with students. However, logistical problems can be substantial. Adequate time for and efficient timing of interviews are both necessary. Constructing a test that both provides for a reasonably normal conversation and allows the examiner to assign grades is difficult, but it can be aided by several techniques: isolating aspects of oral competence and testing them separately, scoring according to specific, predetermined level expectations, retrospective grading or use of separate grader and interlocutor, or peer interviews. Techniques such as role-playing can also be used to extend the scope of the exam. At the lower levels, the students' own teacher should be the examiner, and at the upper levels, teachers should test each others' classes for the students to have the experience of different voices and approaches. (MSE)

ED 268 988 IR 012 055

Report on 1984-85 Statewide Computer Survey.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

PUB DATE- Nov 85
NOTE- 63p.; For the 1983-84 report, see ED 263 907.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Software; *Computer Uses in Education; Elementary Secondary Education; Followup Studies; *Microcomputers; Questionnaires; School Districts; School Surveys; State Departments of Education; *State Surveys; Tables (Data); Use Studies
IDENTIFIERS- South Carolina

To follow up an initial statewide computer survey (1983-84), the State Department of Education conducted an investigation of microcomputers and their use in elementary, middle, and secondary schools in South Carolina. The survey was conducted in two phases: an inventory of computer equipment was taken as a component of the Statewide Basic Educational Data System (BEDS) Survey, and a questionnaire, dealing with questions on instructional and administrative uses of computers, funding, and software inventory, was distributed to the 1,120 schools and 92 school districts that participated in the first survey. A total of 1,082 school and 88 district forms were received for a response rate of 97% and 96% respectively. The survey showed that: (1) the total number of computers in schools increased from 4,054 to 6,400 (58%), with 25 brands and 63 models of computers represented; (2) a total of 911 schools now have computers; (3) the student-to-computer ratio improved to 1:94 from 1:149 for the previous year; (4) 54% of the schools have one or two computers, and 14% report having 10 or more computers; (5) Apple remains the most popular computer for instructional purposes, with 3,290 distributed throughout the schools; (6) total funds spent for computer hardware and software almost equaled that spent over the 4 previous years; and (7) the Department of Education Basic Skills Assessment Program (BSAP) Correlation Mathematics Software listing was considered by a majority of schools (62%) in making software purchases. Additional data are provided on the instructional and administrative uses for which computers are employed in the schools of 88 of the state's 92 districts by grade and brand and model of equipment. (JB)

ED 269 001 IR 012 090

Takakuwa, Yasuo
Non-Commercial Audiovisual Instructional Materials in Japan. AVE in Japan No. 24.
Japan Audio-Visual Education Association, Tokyo.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; Case Studies; Elementary Secondary Education; Inservice Teacher Education; *Instructional Materials; Material Development; Projection Equipment; Tables (Data); *Teacher Developed Materials; Video Equipment; Videotape Recorders
IDENTIFIERS- *Japan

This report outlines the history of non-commercial and local production of audiovisual instructional materials in Japan since World War II, discusses current trends in instructional materials usage, and presents four case studies of materials production at the prefectural level. Topics addressed include: (1) materials production prior to the Second World War; (2) local materials production during the 1950s, 1960s, and 1970s; (3) the diversification of non-commerical audiovisual instructional materials; (4) establishment of the Japan Association of Audiovisual Education in Schools; (5) current trends as seen through the National Non-Commercial Audiovisual Instructional Materials Contest sponsored by the Japan Audiovisual Education Assiciation (JAVEA); (6) production of regional instructional materials by prefectural boards of education; (7) the diffusion of videotape recorders and the production of non-commercial videotape instructional materials; and (8) training programs based upon the "Curriculum Standards for Training in Audiovisual Education." Case studies of production facilities and services for the prefectures of Niigata, Yamagata, Sapporo City (Hokkaido), and Toyohashi City (Aichi) conclude the report. (JB)

ED 268 755

EC 182 359

Kantor, Lucille
Educational Internship Program.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; Computers; *Internship Programs; *Language Handicaps; *Physical Disabilities; *School Business Relationship; Secondary Education; *Speech Therapy; *Work Experience Programs

A unique program established a partnership between a speech and language pathologist and a local industry. The pathologist spent 6 summer weeks working in the Human Resources Department to obtain a knowledge of the pragmatic language skills needed to prepare students for gainful employment and to learn what type of modifications are needed for physically handicapped students to use a computer at a job setting. During the school year, business experts came to the school to teach interview techniques and discuss career opportunities. (Author/CL)

ED 268 772 EC 182 388

Anderman, Robert C.; Williams, Jane M.

Teaching Test-Taking and Note-Taking Skills to Learning Disabled High School Students.

SPONS. AGENCY- Montgomery County Public Schools, Rockville, Md.
PUB DATE- 1 Apr 86
NOTE- 93p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Document contains light type.
AVAILABLE FROM- Dr. Jane Williams, Wheaton High School, 12601 Dalewood Dr., Wheaton, MD 20906 ($2.00 to cover mailing costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; High Schools; *Learning Disabilities; *Notetaking; *Study Skills; Test Items; *Test Wiseness

The materials were developed to help prepare eleventh and twelfth graders to be successful in an academic environment when their school history indicated little chance for success. The booklet includes instructional materials to teach test-taking and note-taking, two skills many failing students lack. A syllabus is included for each unit along with class notes, activity sheets, and unit tests with answer keys. The instructional materials are designed for students with a wide range of skill levels. The test-taking unit covers such topics as strategies for answering multiple choice test items, true-false test questions, fill-in-the-blank questions; preparing for tests; and understanding words used in essay questions. The unit on notetaking addresses such aspects as listening skills and notetaking from lectures and written materials. (CL)

ED 268 850

HE 019 214

College Costs: Basic Student Charges, 2-Year and 4-Year Institutions, 1984-85.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- CS-85-303

PUB DATE- 85

NOTE- 43p.; Not available in paper copy due to small print.

AVAILABLE FROM- Consumer Information Center, Department 171P, Pueblo, CO 81009 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Attendance; *Fees; Graduate Students; *Higher Education; In State Students; *Institutional Characteristics; National Surveys; Out of State Students; Private Colleges; School Surveys; State Colleges; *Student Costs; *Tuition; Two Year Colleges; Undergraduate Students

IDENTIFIERS- United States

Summary data for 1984-1985 on basic students charges are provided for nearly 3,400 two- and four-year colleges and universities in the United States. The national survey of institutions obtained information on typical charges for tuition, and fees charges required of full-time undergraduate and graduate students. In-state and out-of-state charges are given where they apply, as are charges for room and board, and the number of days per week for which board charges are applicable. The data are presented alphabetically by state and by college within the state. (SW)

ED 268 919

HE 019 286

Douglas, Joel M.; Kotch, Elisabeth A.

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, Volume 12.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Jan 86

NOTE- 249p.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; *Unions

IDENTIFIERS- *Canada; *United States

Data on 1985 faculty bargaining agents and collective bargaining agreements in public and private U.S. and Canadian colleges are presented, along with a brief narrative description of 1985 trends. For each institution, information is provided on the bargaining agent, unit size, the year the current agent was elected, the year the initial contract was signed, the number of campuses, and the contract expiration date. Summary data are also presented on U.S. elections for bargaining agents (name of agent, size, whether the agents were elected, decertified, challenged, or whether no-agent votes were cast). Some 1974-1984 trend data for public and private institutions are provided on: the growth of bargaining agents and collective bargaining agreements, and agreements at two- and four-year institutions. Additional data cover: a 1985 breakdown for public and private colleges by specific agents, geographic distribution of bargaining agents and contracts, the number of faculty represented by the agents, the date of public sector collective bargaining legislation, decertifications for 28 institutions, institutions affected by the "Yeshiva" decisions, and "no agent" votes during 1971-1985. An index of institutions is appended. (SW)

ED 268 933

HE 019 301

Brown, Peggy Ann

Helping Minority Students Succeed. A Report of the Association of American Colleges Minority Achievement Program, 1981-1985.

Association of American Colleges, Washington, D.C.

SPONS. AGENCY- Sears, Roebuck and Co., Chicago, Ill.
REPORT NO.- ISBN-0-911696-19-9
PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, NW, Washington, DC ($3.50 each; prepaid; $2.50 each for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- **Reports** - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Bilingual Teachers; Black Students; *College Preparation; College Science; *College Students; Females; Higher Education; *High Risk Students; Hispanic Americans; Low Income Groups; *Minority Groups; Premedical Students; *Private Financial Support; Program Evaluation; Remedial Programs; School Holding Power; School Orientation; Student Needs; *Success; Summer Programs
IDENTIFIERS- Association of American Colleges; *Minority Achievement Program

College and university efforts to address minority students' needs are described. The Minority Achievement Program (MAP) provided grants to selected colleges to test a range of programs and services to help certain student groups succeed in achieving their educational goals. Descriptions of 10 selected projects are provided, along with information on the school's enrollment and the amount of the award, which ranged from $2,145 to $9,000. Information is also provided on the purpose and findings of an evaluation of MAP. The evaluator, Herman Blake, considered common elements that led to success/failure of the MAP-funded activities, and based on individual projects offered conclusions on how colleges can best address minority students' needs. Four conditions that significantly affected project outcomes were identified: institutional commitment, program leadership, program conceptualization, and faculty involvement. In addition, these criteria were applied in evaluating the 10 selected projects. Six of the 10 projects were strong in all four areas. The other four projects, which had weaknesses in one or more of the four critical areas, were determined to have less successful outcomes. Recommendations for campuses and funding agencies are included. (SW)

ED 268 975 IR 012 037

Hawkridge, David
The Development of Systematic Instruction in the Open University.
PUB DATE- Mar 78
NOTE- 17p.; A working paper for the Congress of the Deutschen Gesellschaft fur Erziehungwissenschaft (Tubingen, West Germany, March 8-10, 1978).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Distance Education; Foreign Countries; Higher Education; *Individualized Instruction; *Instructional Development; *Instructional Systems; Nontraditional Education; Open Universities; *Programed Instruction

IDENTIFIERS- *Open University (Great Britain)

Although programmed instruction per se has not been used at the Open University (OU), the principles of programmed instruction have heavily influenced the development of systematic instruction and this paper describes the OU instructional development process in the context of seven principles of programmed instruction developed by Lysaught and Williams (1963): (1) student characteristics must be borne in mind; (2) objectives should be defined in operational terms; (3) subject matter should be arranged in a logical sequence of small steps; (4) there must be frequent active responses from students; (5) after each response, students must be able to check the accuracy of their responses; (6) students must be able to work at their own rates; and (7) the performance of students and the effectiveness of the programmed instruction should be evaluated. This discussion shows that, while these principles have influenced course development, they have not gained universal acceptance. Rather, the OU course teams have followed the principles where common sense dictated, and have abandoned them where the positive-rational philosophy underlying the principles appeared to cut across the interests of students. (JB)

ED 268 622 EA 018 333

Dowd, George L.

Educational Policy in Transition: Teacher Education and the Foundations of Education.

PUB DATE- 9 Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Atlanta, GA, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Policy; Educational Trends; Education Courses; *Education Majors; *Foundations of Education; Higher Education; Master Teachers; *Schools of Education; *Teacher Education; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Southern Regional Education Board

Recent trends in teacher education may eliminate courses in the cultural foundations of education from professional education curricula. The emphasis on the development of new teacher education programs and on teaching degrees that emphasize academic studies over professional education courses have led many governing bodies to question the need for such courses. The decline of student enrollment in traditional baccalaureate teacher education programs and other structural changes have also contributed to this trend. There is obvious disagreement about the nature of teacher education problems and their solution. The Southern Regional Education Board has recommended increased general education requirements, while rejecting a fifth-year requirement. Others have called for the elimination of undergraduate majors in education in favor of a combination of an academic major, an internship, and a master's degree in teaching. Another recommendation has been to restrict entrance to teacher education programs and to limit the number of colleges that train teachers. It is unlikely that many of the reform proposals will be implemented due to the lack of effective leadership. Education officials need to play a bigger role in determining what educators need to know and why. (GJ)

ED 268 691 EA 018 438

Sturdivant, Patricia

Planning for the Effective Use of Educational Technology.

PUB DATE- 23 Oct 85
NOTE- 15p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Kansas City, MO, October 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computers; Educational Change; *Educational Planning; *Educational Technology; Elementary Secondary Education; Faculty Development; School Districts; Technological Advancement
IDENTIFIERS- Houston Independent School District TX

The Houston (Texas) Independent School District established a Department of Technology to encourage the use of educational technology, especially computers, in district schools. Obstacles included claims to "turf," rapid technological change, and the lack of trained management, clear policies, and sufficient staff incentives. The department established short and long-range program goals, helped create district policy, and identified training as critical for success. The department planned to use technology to teach technology, train a cadre of teachers at each campus, use teachers as "facilitators," base training certification on proficiency, emphasize computer applications rather than programming, standardize hardware, establish a model classroom, create districtwide data processing formats, and stress problem-solving. The plan focused on training educational personnel in the uses of technology from the top administrators and school board members down to ensure administrative support. Rules identified who was to be trained and to what degree. The department also provided networking, a software library, software and curriculum review, a newsletter, a mentor system, an annual technology fair, stipends for trainees, and support for parent involvement, as well as methods for maximizing funding. Local school initiatives enhancing the district program were encouraged. (PGD)

ED 268 705 EC 182 308

Cacioppo, Benjamin F.; Wood, William D.

Personality Measurement in Fathers of Mentally Retarded and Emotionally Disturbed Children.

PUB DATE- Aug 84

NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Emotional Adjustment; *Emotional Disturbances; *Fathers; *Mental Retardation; Parent Attitudes; *Stress Variables

This study reexamined investigations by M. Erickson, W. Miller and W. Keirn, who tested a "stress reaction hypothesis" by comparing MMPI (Minnesota Multiphasic Personality Inventory) profiles of 25 fathers of mentally retarded (MR), emotionally and behaviorally disturbed (ED), and non-clinic (N) children (6-16 years old). The finding of the earlier studies that fathers of young MR and ED children do not differ was not fully confirmed when fathers of children aged 6-16 years were sampled. Results indicated that an overall difference did exist among the three groups but did not reach clinical significance. Most differences found were between fathers of ED and MR children. The earlier conclusion that fathers of young ED and MR children are likely more stressed than those of N children was not confirmed with samples of fathers of older children. (Author/CL)

ED 268 788

FL 015 604

Johnsen, Birgitta

Semantic Aphasia and Luria's Neurolinguistic Model.

PUB DATE- 85

NOTE- 15p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Aphasia; *Comprehension; Language Processing; Literature Reviews; Neurolinguistics; Neurological Organization; *Semantics; Sentence Structure; *Spatial Ability; Test Construction; *Time Perspective

IDENTIFIERS- *Luria (A R)

A study of eight adult chronic aphasic patients' comprehension of sentences and pictures in which comparisons of time and space were crucial was designed to assess A. R. Luria's approach to designing comprehension test tasks. The investigation required patients, with lesions of varying size and location, to determine whether a sentence expressing temporal or spatial relations or a physical comparison corresponded to a picture presented with it. It was found that comparatives were easiest for the patients to understand, while spatial relations were more difficult, and the temporal relations expressed in the items were almost impossible for the patients to handle. It is concluded that Luria's writings about semantic aphasia and the processing of sentences expressing relationships should be modified, because in this study all aphasics, regardless of lesion site, were especially impaired on sentences where grammar governs syntax and grammatical markers are clearly abstract. According to Luria's theory, the patients' responses should have varied according to lesion site. It is suggested that Luria comes close to contradicting himself in proposing that one brain region should be more important than others in processing relatively complex sentences. (MSE)

ED 268 804 FL 015 624

Pena, Albar A.

Implementation Procedures in Bilingual Education: The Difference between Success and Failure.

PUB DATE- 86

NOTE- 19p.; Paper presented at the Conference of the National Association for Bilingual Education (Chicago, IL, April 1-5, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Bilingual Education Programs; Bilingualism; Curriculum Development; Educational Policy; English (Second Language); *Language of Instruction; *Program Implementation; *School Policy; State Standards; *Teacher Qualifications; Time Factors (Learning)

Rather than abandon bilingual education programs that have not met expectations, there is a need to assess implementation procedures in bilingual programs to determine whether or not they foster success or failure. Areas to be examined for insights and improvement include: (1) present policies concerning the goal of bilingual education and current expectations, (2) research data available on first language acquisition and learning and its application to instructional procedures, (3) curricular decisions that often ignore basic research findings and yet claim they are doing so in the name of bilingual education, and (4) implementation procedures that do more harm than good, such as federal and state guidelines, school administration policies, and teacher qualification standards. (MSE)

ED 268 864

HE 019 229

Betters-Reed, Bonita L.

Search for Integration of Theory and Practice: The Early History and Analysis of Three Innovative Graduate Institutions. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business; Case Studies; Computer Software; *Corporate Education; Educational Theories; *Education Work Relationship; Engineers; Experiential Learning; Faculty; *Graduate Study; Health Occupations; Higher Education; *Industry; Institutional Characteristics; Job Skills; Management Development; Masters Degrees; Masters Programs; *Professional Education; School Organization; Student Characteristics; Technological Advancement

IDENTIFIERS- Arthur D Little Management Education Institute MA; *ASHE Annual Meeting; Mass General Hospital Inst of Health Professions; Software Engineering; Wang Institute of Graduate Studies MA

The origin and establishment of three innovative graduate institutions in the Boston, Massachusetts, area were assessed: The Arthur D. Little Management Education Institute, The Massachusetts General Hospital Institute of Health Professions, and the Wang Institute of Graduate Studies. These institutions started in non-educational institutions and were chartered as professional master's degree-granting institutions. Historical case studies supported by a participatory research design were used to determine how these institutions fit into the evolution of American professional graduate education, and specifically into the integration of theory and practice. Over 100 interviews covered institutional history, current status and future prospects, and the staff/student's relationship with the institution. Institutional contacts and documents were also consulted. Linkages common to these institutions included resources from the parent organization, the organizational connection to both parent organizations and respective industries; and linkage with their marketplace. The three institutions are compared concerning integration of theory and practice, as well as balancing demands toward industry (e.g., advancing technology) versus demands toward traditional university-based graduate education (e.g., accreditation). (SW)

ED 268 891

HE 019 256

Sagaria, Mary Ann D.

Head Counting, Hill Climbing, and Beyond: The Status and Future Directions for Research on Mid-Level Administrators' Careers. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; Career Ladders; *Careers; *College Administration; Higher Education; *Middle Management; Organizational Climate; Professional Development; Research Design; *Research Methodology; *Research Needs

IDENTIFIERS- *ASHE Annual Meeting

An overview of research regarding mid-level administrators' careers is presented, and research topics and strategies for studying career opportunities are proposed. The review focuses on how mid-level administrators' careers are studied and the purposes of those studies. From research completed between 1969 and 1985, 30 studies about mid-level administrators' careers were selected for review. Content was coded to identify the research questions, design, procedures, and results. The review found that the careers of mid-level administrators were largely unexplored. While profiles of these administrators are available, little is known about the career opportunities for mid-level administrators and the quality of work life. In addition to new directions and innovative approaches, future research must build on theory and be reputable and practical. Future directions for research are suggested, with attention to the following areas: organizational structures and processes, career patterns and mobility, career development, intracareer analyses and comparisons, and new methodological approaches. For each of the 30 studies, a chart identifies administrative areas, the methodology, sites/target group, sample size, gender, and variables reviewed. (SW)

ED 268 905

HE 019 271

Cooper, Jack H.

Higher Education as a Field of Study: Some Future Prospects. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; College Instruction; *College Programs; Consultants; Degrees (Academic); *Doctoral Programs; *Enrollment Trends; Financial Problems; Higher Education; Internship Programs; *Postsecondary Education as a Field of Study; Research; Scholarship; School Organization

IDENTIFIERS- *ASHE Annual Meeting

Problems and perspectives about the college professoriate are discussed. Attention is directed to: organization and location of graduate programs; enrollment declines and fluctuation; scholarly activities of professors; consulting and field work; and teaching. One of the recent developments of higher education as a field of study has been that programs have increasingly been merged into other programs in schools of education. Beginning about 1980, the field of higher education began to decline as a result of budget cuts and the failure of many higher education programs to develop a firm political base on campus. Research in higher education has found itself with decreased financial support from foundations and from the federal government during the past decade. Young faculty who began in the 1970s and 1980s have tended to be interested in developing theoretical models. Tight budgets have also precluded many colleges from bringing in outside consultants. The range of opportunities in field work for higher education programs is limited, and there is an absence of a common knowledge base for students undertaking a doctorate in the field. Because of the smallness of many programs in higher education, professors tend to be generalists since they have to cover a vast number of topics in courses. It is concluded that doctoral programs in higher education face an uncertain future. (SW)

ED 268 947

IR 011 997

Distance Education in Higher Education. Inter-Country Study Visit-cum-Mobile Workshop (Sukhothai Thammathirat Open University, Bangkok, Thailand, and Darling Downs Institute of Advanced Education, Toowoomba, Queensland, Australia, September 6-16, 1983).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 83
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Developing Nations; *Distance Education; Educational Planning; Extension Education; *Higher Education; International Cooperation; International Programs; Nontraditional Education; Program Descriptions; Program Evaluation; *Telecommunications
IDENTIFIERS- *Asia; *Pacific Region

The outcome of a study workshop with participants from 11 Asian and Pacific countries, this report is broadly divided into four chapters. The first gives an overview of the philosophical concept and challenges of distance education at the higher education level in the context of this region. The second chapter contains synopses of reports presented by the participants on experiences and developments in distance education in each of their countries: (1) Australia; (2) Bangladesh; (3) China; (4) India; (5) Indonesia; (6) Pakistan; (7) Papua New Guinea; (8) the Philippines; (9) Sri Lanka; (10) Thailand; and (11) the Socialist Republic of Viet Nam. Chapter three features two institutions of distance education, Darling Downs Institute of Advanced Education (DDIAE) and Sukhothai Thammathirat Open University (STOU), and describes their operations in contrasting situations. The final chapter deals with planning, operating, and evaluating a distance education system. This part of the workshop, held at DDIAE, involved the participants in discussion and practical work. (THC)

ED 268 961 IR 012 016

Singh, Abhimanyu

Distance Learning: From Correspondence Institute to Open University via Distance Education Centre.

PUB DATE- Dec 84
NOTE- 11p.; Paper presented at the All India Conference of Vice-Chancellors (Jaipur, India, December 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Correspondence Study; Developing Nations; *Distance Education; Educational Television; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Position Papers; Program Descriptions; *Telecourses
IDENTIFIERS- *India; *Open University (Great Britain)

Asserting that the traditional system of higher education is not capable of meeting the ever-increasing demands of a developing country such as India, this paper suggests possible alternative methods of higher education. In addition to in-depth descriptions of the United Kingdom's Open University at Walton Hall, Milton Keynes, and the Regional Study Centres of the Open University at Leeds and London, this paper examines the status of distance education in other countries including Pakistan, Canada, China, and India. Recommending that developing countries emulate the work being done by the Open University in the United Kingdom, the article concludes by emphasizing that this non-formal system is flexible and innovative, can provide a powerful socioeconomic alternative to conventional higher education systems, and has immense potential for correcting some of the existing weaknesses of the current university and collegiate patterns. The paper also suggests reforms in the system of correspondence education in the University of Rajasthan, Jaipur, in the wider context of strengthening and expanding the open university system at the national as well as the state level in India. (Author/THC)

ED 269 016 IR 051 493

Stetson, Keith R.
Book Reviews in the Core Journals of Library and Information Science: A Bibliometric Comparative Analysis.
PUB DATE- 85
NOTE- 38p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bibliometrics; *Book Reviews; Comparative Analysis; Indexes; *Information Science; Library Collections; Library Material Selection; *Library Science; *Periodicals; Position Papers

The core journals of library and information science were identified by overlap of coverage in Library Literature and Information Science Abstracts. Those core journals which review English language monographs in the field and are published by U.S. trade or university presses were identified. Reviews for the 6-month period from July 1, 1984, to December 31, 1984, were examined. Relationships between reviews, publishers of books reviewed, and the review journals are described. Despite the number of reviews of current imprints in American Libraries and Library Journal, the highest yield journals, their percentage of the total reviews published in the core journals would not allow a selector to rely on them alone. Only 32.7% of all 1983 and 1984 titles reviewed were listed in Book Publishing Record. It is suggested that selectors use reviews, announcement services, and publishers' announcements to identify new materials. (Author)

ED 268 636 EA 018 352

Olson, Kristin

Legal Aspects of Asbestos Abatement. Responses to the Threat of Asbestos-Containing Materials in School Buildings.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($6.95 plus $1.50 postage and handling, prepaid; actual postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asbestos; *Court Litigation; Federal Programs; *Federal Regulation; Financial Support; Hazardous Materials; Legal Responsibility; School Law; Schools

Exposure to asbestos in the air poses serious health threats, particularly to children. The use of asbestos in schools after World War II may have exposed millions of persons before regulations controlling asbestos use began appearing in the 1970s. Federal efforts to reduce exposure to asbestos have included passage of the Asbestos School Hazard Detection and Control Act of 1980 and the Asbestos School Hazard Abatement act of 1984, as well as regulations promulgated by the Environmental Protection Agency (EPA) in 1982. The federal government's failure to pursue or provide funding for its asbestos abatement programs adequately has forced schools to go to court for relief, and court decisions have substituted for regulations. Asbestos litigation can involve traditional theories of negligence, conspiracy, nuisance, enterprise liability, strict liability, and breach of warranty, as well as equity and bankruptcy law. Schools seeking relief should consider all theories of liability and all potential defenses of such suits. Schools unsuccessful in litigation or in applications for government assistance should strongly consider engaging in asbestos abatement in any case, given their potential liability in personal injury suits. Several relevant court cases are cited. (PGD)

ED 268 650 EA 018 371

Helms, David C.; And Others

Achievement Directed Leadership: Final Report of the Basic Skills Component.

Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultation Programs; *Educational Innovation; Elementary Secondary Education; Information Dissemination; Instructional Improvement; *Instructional Leadership; Linking Agents; Professional Services; Program Implementation; *Research Utilization; *Technical Assistance
IDENTIFIERS- *Achievement Directed Leadership; *National Institute of Education

This report summarizes the development, testing, and dissemination of an instructional improvement program called Achievement Directed Leadership (ADL) during the period of National Institute of Education (NIE) funding for ADL, from late 1977 to late 1985. A brief introductory chapter discusses the context and rationale for the work on ADL, whose major purpose was to help school districts to understand, install, implement, and sustain practices that research suggests are conducive to effective instruction. The second chapter gives a brief overview of ADL, describing its major objectives: (1) to identify from the research a manageable number of variables that educators can influence and that are critical to student achievement; (2) to develop methods and materials to help educators monitor those variables; (3) to develop a plan for district-wide training and implementation of the monitoring and management processes; (4) to develop a means to support wide scale dissemination; and (5) to contribute to knowledge. The third chapter discusses the pros and cons of some of major issues related to instructional improvement through ADL, local use of ADL, and wider dissemination of ADL. The concluding chapter presents a closing statement on the instructional effectiveness issues, touching on the need for reflection on the ADL experience and summarizing its major messages as they relate to the creation of optimal classroom conditions and to maximizing the effectiveness of teachers' inservice. It is pointed out that the persistent, appropriate use of such innovations as ADL are likely to develop the needed understandings, images, intuitions and skills. References are included, along with appendixes listing (1) ADL-related reports, papers, and presentations, and (2) student achievement data from the three field test districts in Pennsylvania, New Jersey, and Delaware. (TE)

ED 268 664

EA 018 397

Andrews, Richard L.; And Others

Principal Roles, Other In-School Variables, and Academic Achievement by Ethnicity and SES.

PUB DATE- 20 Apr 86

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement Gains; Administrator Role; Analysis of Variance; Black Students; Disadvantaged; Elementary Secondary Education; *Instructional Leadership; *Principals; Regression (Statistics); *School Supervision; Statistical Significance; *Teacher Administrator Relationship; *Teacher Attitudes

IDENTIFIERS- California Achievement Tests; Staff Assessment Questionnaire

This 3-year study, part of the Effective Schools Project of the Seattle School District and the University of Washington, was undertaken to investigate the relationship between teachers' perceptions of the principal as instructional leader and average gain scores of students in 67 elementary schools in Seattle. Scores were disaggregated by student ethnicity and student free lunch status as a surrogate measure of socioeconomic status (SES). Data pertaining to teacher perceptions of the principal as instructional leader were obtained through the Staff Assessment Questionnaire, and specific attention was given to four general aspects of principal behavior: (1) mobilizing resources, (2) communicating, (3) serving as instructional resource, and (4) being a visible presence. These data were then correlated with school means for aggregated student improvement on Total Reading and Total Mathematics of the California Achievement Test (CAT). Individual gains for students were computed and aggregated for four groups: white, black, free lunch, and non-free lunch. Regression analyses were used to assess the relationships between the leadership of the principal and other effective school characteristics, while analysis of variance was used to assess the effects of leadership on student gain scores. The findings of this study suggest that teachers' perceptions of the principal as instructional leader are critical to the reading and mathematics achievement of students, particularly among historically low-achieving groups of students. (TE)

ED 268 723 EC 182 327

Vicker, Beverly A.
Recognizing and Enhancing the Communication Skills of Your Group Home Clients.
Indiana Univ., Bloomington. Developmental Training Center.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Communication Skills; *Developmental Disabilities; *Group Homes; Manual Communication; Nonverbal Communication; Teaching Methods; Verbal Communication

The manual examines ways in which nonprofessional group home health care workers can enhance the communication and interaction skills of developmentally disabled clients. The communication process is explored in terms of information exchange, both verbal and nonverbal. Examples of vocal, nonvocal, and echolalic speech are offered and suggestions made for observing and keeping data on communication. General strategies in learning to communicate are noted as are special problems (such as dealing with clients' repetitive questions). The manual concludes with lists of reference materials on sign/signal systems and communication board picture materials. (CL)

ED 268 739 EC 182 343

Whaley, Patricia; And Others
Three Subgroups of Preschool Children with Speech Intelligibility Disorders.
PUB DATE- Nov 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation Impairments; *Cognitive Development; Delayed Speech; Language Acquisition; *Motor Development; *Perceptual Development; Preschool Education; *Speech Skills

The study was designed to measure language, cognitive, perceptual, and oral-motor abilities in 17 preschoolers referred for speech-language evaluation because of unintelligible speech. Ss were administered a test battery which included tests of hearing, coarticulation, vocabulary, speech sound discrimination, and oral examination of the speech mechanism. Cluster analysis of the test scores defined these groups of children with similar test scores: group 1--severe articulation disorder, poor oral motor coordination (especially of the tongue), average language and above average cognition; group 2--severe articulation disorder, observable muscle weakness, average language and above average cognition; and group 3--the most severe articulation disorder, muscle weakness, language and cognitive deficits. All Ss had oral-motor differences. Findings suggested that it was important to distinguish the child with a motor-speech disorder from the child who has learned incorrect articulation, and the child with a phonological delay or disorder. (CL)

ED 268 756

EC 182 360

Raver, Sharon A.

Training Gaze Direction in Blind Children: Attitude Effects on the Sighted.

PUB DATE- Apr 86

NOTE- 46p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4,1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Blindness; *Competence; Elementary Education; *Interpersonal Competence; *Visual Impairments

IDENTIFIERS- *Gaze Patterns

The study assessed the extent to which the presence of gaze direction affected sighted raters' perceived evaluation of the competence levels of elementary-aged visually impaired children. Sighted individuals (N=160) were randomly assigned to view one of four randomized videotapes of two visually impaired children without gaze direction (pre-training skill level) and two children with gaze direction (post-training skill level). All raters viewed the same children although not necessarily in the same condition. Each videotaped sequence showed a child responding to a randomized set of questions while involved in a conversation with two adults. A mixed design, one between-one within-subjects design, was employed to assess the main effects of the one factor which was randomized (the videotape viewing groups), and the one factor which involved repeated measures (Condition 1--pre-training skill level video sequences, and Condition 2--post-training skill level video sequences). Analyses revealed that when children manifested proper gaze direction they were evaluated as having higher social competence, as being more intelligent, and as having a greater ability to compete in the sighted world as an adult. (Author/CL)

ED 268 820

FL 015 660

Gribble, Charles E.

Printing Cyrillic and Other "Funny Characters" from a Computer.

PUB DATE- Dec 85

NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (Chicago, IL, December 27-29, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Software; Costs; *Cyrillic Alphabet; *Diacritical Marking; Equipment Evaluation; *Microcomputers; *Printing; Slavic Languages; Technological Advancement; Typewriting; *Word Processing

This paper reviews recent developments in the technology relating to microcomputer printing of the Cyrillic alphabet and related forms of Roman alphabet with diacritics used in Slavic and East European languages. The review includes information on the capacities of printers, computers (particularly the display capabilities), and interfaces (software and microchips). Speed, costs, copyrights, and print quality are among the features considered. (MSE)

ED 268 835

FL 015 680

Devitt, Sean M.
Frameworks for Reading.
PUB DATE- 86
NOTE- 10p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Language Skills; Learning Processes; Material Development; *Prior Learning; *Reading Instruction; *Reading Material Selection; Second Language Instruction; Student Interests
IDENTIFIERS- Danish

An approach to the selection of second language reading material that is authentic but comprehensible at the lower levels begins by using materials with interesting content that are accessible to the student. The approach capitalizes on the students' prior knowledge, information resources, or supplementary information provided with the reading. It allows the students to react to the text in their own individual ways according to their own experiences and the knowledge they bring to the text. Such a technique is consonant with the communicative approach. It addresses the learner's own cognitive level and avoids providing them with bland, prepackaged language that does not promote real language skill development. The technique is illustrated with an article from a Danish newspaper. (MSE)

ED 268 878

HE 019 243

Thorburn, Sarah; Blackburn, Robert T.

Interdisciplinary General Education: A Method of Faculty Development. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Development; *College Faculty; *Faculty Development; *General Education; Goal Orientation; Higher Education; *Interdisciplinary Approach; Interprofessional Relationship; Job Satisfaction; Private Colleges; Professional Development; Program Effectiveness; *Teacher Motivation

IDENTIFIERS- *ASHE Annual Meeting; Collegiality

The effect of participation in interdisciplinary general education programs on personal and professional development of faculty was investigated at Denison University (Ohio), Earlham College (Indiana), and Kenyon College (Ohio). Faculty members teaching interdisciplinary general education courses in these private liberal arts colleges were compared with matched nonparticipants at the colleges on such dimensions as professional goals/objectives, career development/satisfaction, and sources of reward. Personal interviews were conducted with a schedule constructed on the basis of adult and life stage theory. While there were more similarities than differences between the two groups, participants reported increased vitality, higher intellectual stimulation, increased respect for other disciplines, and taking on new teaching techniques. Specifically teaching in the program resulted in: a greater sense of collegiality resulting from involvement with faculty in their own and other disciplines; teaching outside one's field resulted in a return to the role of co-learner and a model for students; discussion type teaching strategies were enhanced since the interdisciplinary courses emphasized writing and reading skills; and course development in interdisciplinary and other special interest areas was expanded. Implications for practice and theory are discussed. (SW)

ED 268 989 IR 012 056

Carnew, Frederick I.; Clark, W. Bruce
Cognitive Education and Native Adolescents: A Pilot Study.
Calgary Univ. (Alberta). Inst. for Computer Assisted Learning.
REPORT NO.- ICAL85R01
PUB DATE- 85
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Adolescents; *American Indian Education; Analysis of Variance; *Cognitive Development; *Computer Assisted Instruction; Foreign Countries; Hypothesis Testing; Microcomputers; Programing; Remedial Instruction; Student Attitudes; Tables (Data); Teacher Attitudes; *Underachievement
IDENTIFIERS- Alberta; LOGO Programing Language

This study investigated the potential usefulness of a cognitive education intervention approach to improving learning abilities of underachieving Native adolescents. The specific variables considered were: (1) the manner in which this approach may affect cognitive development; (2) academic learning; (3) attitudes towards and interest in academic subjects; and (4) teacher attitudes towards such students. Subjects included 56 Native Cree Indian adolescents who were assigned to experimental (N=38) and control (N=18) groups based on their need for remedial or regular instruction respectively. Pretests were administered to identify underdeveloped cognitive functions and computer literacy was assessed via a computer awareness questionnaire. The experimental group received the intervention program, which comprised an introductory LOGO computer language component; an extended computer component; and reading, writing, and mathematics components. Posttests were then administered to both groups and an analysis of variance was conducted to determine the significance of any differences between the experimental and control groups. Results indicated that involvement in the intervention program did positively affect the experimental subjects' cognitive functioning abilities and improve their achievement in reading and writing; however, teaching for transfer of cognitive functions neither affected the students' attitudes toward academic subjects nor improved their achievement in mathematics. An extensive bibliography is provided, and copies of the computer awareness

questionnaire, parent permission slips, and tables of contents for the program components are appended. (JB)

ED 269 002 IR 012 091

Weber, Andrew M.

The Pros & Cons of Teaching/Learning by Television.

PUB DATE- Mar 84
NOTE- 11p.; Paper presented at the Meeting of the Eastern Community College Social Sciences Association (Williamsburg, VA, March 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; College Faculty; *Distance Education; *Educational Television; Higher Education; Incentives; Information Dissemination; *Teaching Methods; Technological Advancement; *Telecourses; Television Teachers

Learning by television is not a new phenomenon and, as an educational medium, it has gone through some severe growing pains. Unfortunately, while advances in technologies (cable, home recorders, satellites, teleconferencing) have contributed to an increase in the number of telecourses since the mid-1970s, faculty are often unprepared to teach these courses, and the institutions involved may be inadequate or unwilling to support their efforts. The use of telecourses to present instruction has many advantages and disadvantages. The strengths of telecourses include: (1) provision of broader student accessibility to educational opportunities; (2) potential for attracting additional students and income for participating institutions; (3) possible award by cable companies of a public or educational access channel, which permits greater exposure to the telecourses available; (4) copies of taped materials can be made available to students for review; and (5) more information can be disseminated to students in less time via telecourses than in regular classes. The weaknesses include: (1) lack of continuing contact and interaction between the instructor and the student; (2) the facilitation of student drop-out; (3) some courses are technically aesthetic but lacking in substance; (4) little or no opportunity for questions and feedback; (5) textbooks are often not written for the telecourse; (6) students who register late may not receive course information on time; and (7) problems with scheduling examinations. It is recommended that institutions treat telecourses as viable alternatives to the traditional classroom situation, and that they initiate or modify certain important practices to ensure the success of such courses. (JB)

ED 268 677 EA 018 420

Hooker, Clifford P.
Academic Penalties for Student Misconduct.
National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85
NOTE- 11p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Court Litigation; *Discipline Policy; Due Process; Elementary Secondary Education; *Grades (Scholastic); *School Law; Student Rights; Student School Relationship; Suspension; *Truancy

A review of court opinions on school discipline suggests that the use of academic penalties as a sanction for student misconduct is widespread and increasing. In 12 cases during the past decade examined in this chapter, students won 5 and lost 7. In challenges of school board policies that assess academic penalties for truancy, students won in three and lost in four cases. In challenges of policies that include grade reduction with suspensions, students won in two and lost in three cases. Despite the lack of congruency between court opinions, some observations can be made. Courts are loath to intrude in matters that are purely academic; when academic sanctions are used as a disciplinary response, they are subject to legal challenges as violative of substantive or procedural due process. Most courts require a rational connection (nexus) between the academic sanction and the conduct of the student. In addition, school rules that impose academic sanctions for student misconduct are most likely to be upheld if they incorporate the following guidelines: (1) explicit policies should be made known to the students; (2) the policy should permit students to take final examinations; (3) academic penalties should be limited to those serious offenses that also result in suspension from school; and (4) school policies shoud meet minimum standards of due process. (MLF)

ED 268 773 EC 182 389

Hofmeister, Alan M.; Lubke, Margaret

Expert Systems: Implications for the Diagnosis and Treatment of Learning Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Authoring Aids (Programing); Compliance (Legal); *Computer Managed Instruction; Consultation Programs; Decision Making; Elementary Secondary Education; *Expert Systems; *Learning Disabilities

An overview of expert systems technology is presented with emphasis on its current and potential applications to the field of learning disabilities. Characteristics of some expert systems, including reasoning procedures, knowledge base content, and rationale and conclusions, are reviewed. Present applications in the diagnosis of learning problems are briefly described, along with two programs specifically designed for learning disabled students: a diagnostic and perscriptive program and a classification program. Future applications are considered in test interpretation, performance monitoring, administrative support (decision making for compliance with P.L. 94-142), and the provision of behavior management advice to teachers. (CL)

ED 268 851 HE 019 216

Bennett, James R.
Corporate and Government Control of Education in the United States.
PUB DATE- 86
NOTE- 8p.; Paper presented to the Southern Futures Society (April 4, 1986, Fayetteville, AK).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Economic Factors; Federal Aid; *Government School Relationship; *Higher Education; Institutional Autonomy; *Political Influences; *Power Structure; Private Financial Support; Public Policy; *School Business Relationship
IDENTIFIERS- *United States

Perspectives on connections between corporations, the military, and colleges are provided, with attention to whether corporate and government control is exerted over education. According to James Ridgeway's "The Closed Corporation," colleges are central to business/industrial and government/military activity. His examples include: government and corporate funding for research, university investments of endowment funds, research institutes in support of corporate and government objectives, university and corporate business association for profit, and university officials and faculty on corporate boards and consulting for business and government. Also considered are three ideological orientations: the dominant, accommondationist, and radical. The dominant ideology supporting corporations includes a belief in materialism, consumerism, weak industry regulation, and restraint on taxes for business and the rich. The accommodationist ideology perceives deficiencies in this corporate system but accepts its basic structure and values as inevitable, while the radical ideology criticizes economic evils in the system. A brief overview of the entire system of control is provided to indicate the quality of corporate and government control over education. A 24-item bibliography is included. (SW)

ED 268 706

EC 182 309

Gomez, Joseph R., Jr.
Special Education Personnel in Michigan Public Schools. 1977-1985.
Michigan State Board of Education, Lansing.

PUB DATE- Oct 85
NOTE- 56p.; Prepared by Special Education Services.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Public Schools; Teacher Certification; Teacher Employment; Teacher Selection; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *Michigan

The report presents information on characteristics affecting supply and demand of special education professional personnel in Michigan public schools. Five sections address the following topics: (1) instructional-ancillary personnel and student counts (staffing and comparison of staff with student counts, personnel and student ratios for school year 1984-85); (2) personnel attrition and retention rates (number of staff assigned from 1977-78 through 1983-84 still in special education assignments in 1984-85); (3) certificate endorsments 1978 through 1985 (endorsements for instructional-ancillary personnel recommended by teacher training institutions in 1984-85); (4) instructional personnel approvals from 1979 through 1985 still in special education assignments in 1984-85 (recommendations for teacher approvals from 1979 through 1985); and (5) administrative-supervisory personnel and student count (recommendations for administrator approvals received from 1979 through 1985 and a comparison of administrative staff with student counts). Fifteen data tables are contained in the text. A glossary of terms and a map of special education services planning regions are attached. (CL)

ED 268 724 EC 182 328

Katz, David; And Others

Accommodating Handicapped Students in Occupational Programs: Instructional Strategies for Two-Year College Staff.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

REPORT NO.- CASE-03-85
PUB DATE- Dec 85
NOTE- 120p.
GRANT- VEA-53-85-0192
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; Communication Aids (for Disabled); Community Colleges; Conferences; *Disabilities; Employment; Faculty Development; Hearing Impairments; *Inservice Education; Institutes (Training Programs); Job Placement; Learning Disabilities; Physical Disabilities; *School Business Relationship; *Two Year Colleges; Visual Impairments; Vocational Adjustment; *Vocational Education; Workshops

The report describes accomplishments of a project for training personnel involved in occupational education for handicapped students in 2-year colleges. The inservice training was intended for vocational educators, career/academic/personal counselors, job placement officers, and coordinators for special services for disabled students. Training focused on three major areas (vocational instruction, administration, and interprofessional cooperation) and was implemented via career/vocational teams. Teams from 17 2-year colleges attended 9 workshops at 3 all-day conferences which included joint meetings of college staff and training personnel and line supervisors from industry. A general theme of modifying the attitudinal climate of the college was addressed in all three conferences which separately focused on occupationsl training of students with learning disabilities, visual and hearing impairments, and orthopedic impairments and hidden disabilities. Each of the three conferences is described and presentations summarized. Appended material includes listings of conference participants, agendas, and materials distributed at the conferences. (CL)

ED 268 789

FL 015 605

Kukkonen, Pirkko

Aphasic Speech Errors and Their Linguistic Interpretation.

PUB DATE- 85
NOTE- 11p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; Comparative Analysis; *Error Patterns; *Generative Grammar; *Linguistic Theory; *Neurolinguistics; Semantics; Speech Skills; Structural Analysis (Linguistics); Writing Skills

This paper examines the tacit assumptions behind different theories about the nature of language and aphasia, and it discusses critically the use of structural and generative linguistic theories to explain the behavior of aphasics, especially with regard to the difference between spoken and written discourse. It is proposed that, rather than try to fit aphasic language behavior to linguistic theory, researchers must study the actual language behavior of aphasics more thoroughly before constructing any model of language behavior based on aphasia. It is thought that further knowledge of aphasic speech errors would reveal a variety of "normal" strategies used by aphasics to compensate for speech difficulties. A three-page list of references is included. (MSE)

ED 268 805

FL 015 625

Bilingual Education Program Quality Review Instrument, Kindergarten through Grade Six.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

PUB DATE- 81
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Bilingual Education Programs; Educational Objectives; Elementary Education; English (Second Language); *Evaluation Criteria; Language of Instruction; Language Proficiency; *Program Effectiveness; *Program Evaluation; Teacher Qualifications

This bilingual program quality review instrument is intended as a guide for school district personnel to design and improve bilingual eduation programs. It can be used for the following purposes: as an on-site review instrument to provide formative evaluation input about language-minority group programs; as a device for collecting information at the project, school, and classroom levels to identify current practices and promising developments in bilingual education; and as a vehicle for promoting research-based standards for the operation of bilingual education programs. The instrument consists of a bilingual program profile form for recording program enrollment information, funding sources, teacher credential status, and teaching aide usage information; operational definitions of terminology used in the instrument and its documentation; and a form for recording information about features related to program quality, including primary language development, second-langauge acquisition, classroom management, staffing and staff development, and family services. Background information about the instrument, its development, and its application, and a six-page bibliography are included. (MSE)

ED 268 920 HE 019 287

Hughes, Jean O.; Sandler, Bernice R.

In Case of Sexual Harassment: A Guide for Women Students. We Hope It Doesn't Happen to You, But If It Does.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Apr 86

NOTE- 9p.

AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009 ($2.00, prepaid).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Role; *College Students; *Females; Guidelines; Higher Education; Legal Responsibility; *Peer Relationship; *Sexual Harassment; Student Rights; *Teacher Student Relationship

A guide on sexual harassment for female college students is presented. Sexual harassment is defined as coerced, unethical, and unwanted intimacy. The following topics are covered: who is likely to be harassed, the effects of sexual harassment, the difference between voluntary sexual relationships and sexual harassment, verbal and physical sexual harassment, what victims of sexual harassment should avoid doing, how the victim can get the institution involved if individual action does not work, what female students can do about sexual harassment, formal and informal institutional ways to deal with sexual harassment, things to keep in mind, ways to discourage sexual harassment, actions to take if someone else if being harassed, ways to ensure that the institution is handling sexual harassment fairly, what can be done about sexual harassment as a member of a group, what the law says about sexual harassment, other legal options, problems inherent in dating one's professor, and myths/facts about sexual harassment. Examples of sexual harassment are briefly described. Four categories of students who may be especially vulnerable to sexual harassment are identified: women in nontraditional fields, women in graduate school, minority women, and women who are vulnerable because of youth, inexperience, or unassertiveness. (SW)

ED 268 934 HE 019 302

Lavin, David E.; And Others

Long-Term Educational Attainment in an Open-Access University System: Effects of Ethnicity, Economic Status, and College Type.

PUB DATE- Apr 86

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; Bachelors Degrees; College Freshmen; *College Graduates; Community Colleges; Economically Disadvantaged; Educational Attainment; *Ethnicity; Followup Studies; Graduate Study; Higher Education; Longitudinal Studies; *Minority Groups; Nontraditional Students; *Open Enrollment; *Outcomes of Education; Public Colleges; Socioeconomic Status; Student Financial Aid; Upper Division Colleges

IDENTIFIERS- *City University of New York

The academic careers of City University of New York (CUNY) freshmen who enrolled during the initial years of the open-admissions policy were studied. For 1970, 1971, and 1972 entrants, educational attainments were measured through 1984. Attention was directed to: rates of graduation for undergraduate degrees after 12 or more years; how students accumulated credentials at various time intervals; the success of community college entrants in earning bachelor's degrees; and the proportions earning masters and professional degrees. Open-admissions students were compared with regular students who did not need the program to qualify for a place at CUNY. Since CUNY's policy was designed to expand educational opportunity for disadvantaged minority groups, data were assessed for the major ethnic constituencies of CUNY's entering classes (White, Black, and Hispanic students). Data were examined separately for CUNY's senior and community colleges. The effects of changes in financial aid on educational attainments were also considered. It was found that about 20% of regular students needed more than 5 years to earn the bachelor's degree, while among the open-admissions students, 40% needed more than 5 years to finish. (SW)

ED 268 962

IR 012 018

The Future of Educational Computers. Concept Paper.
Northwest Regional Educational Lab., Portland, OR. Computer Technology Program.

SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Instructional Services.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computers; *Computer Software; *Computer Uses in Education; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Instructional Design; Instructional Improvement; Microcomputers;

Position Papers; Shared Resources and Services; *Technological Advancement
IDENTIFIERS- Alaska

Asserting that advances in hardware technology have outstripped educators' anticipations and that software is the key to the successful use of computer hardware, this paper addresses developments in both hardware and software and discusses possible directions for computer use in education. The first section covers the physical attributes of computer hardware and describes changes in memory, operating systems, storage capacity, and input output devices between 1970 and 1985. The decrease in cost of computing power is also described. The paper then examines software developments and asserts that although improvement in instructional software is slow, it is real and can be expected to continue. Characteristics of software are divided into three categories--subject matter content, instructional process or pedagogy, and technical characteristics--and advances in each of the areas are examined. A nine-item bibliography is included. (THC)

Hawkridge, David G.
International Co-Production of Distance-Teaching Courses.
PUB DATE- Nov 79
NOTE- 12p.; Paper prepared for the Conference on the Education of Adults at a Distance (Birmingham, England, November 19-23, 1979).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Distance Education; Foreign Countries; Higher Education; *Institutional Cooperation; Instructional Materials; *International Cooperation; *Material Development; *Multimedia Instruction; Nontraditional Education; Open Universities; Teaching Methods
IDENTIFIERS- *Open University (Great Britain)

Co-production occurs when two or more institutions contribute funds and labor to many of the processes of making course components for distance teaching. This paper summarizes reasons for international co-production of multimedia distance teaching courses and provides a lengthy checklist of questions that should be considered before entering upon such co-production. These include: (1) processes by which institutions should seek partners for co-production; (2) criteria for selecting partners; (3) procedures for selection of content and media by co-producers; (4) criteria for selecting content and media; (5) factors that could raise the cost of the co-produced course above that of a course produced by a single institution; (6) bases for evaluating the co-production; and (7) the rights of each contributing institution in making decisions about the course and/or its marketing. The second half of the paper consists of a composite case study based on the Open University experience of international co-production. The paper concludes with three questions regarding the justification for and cost-effectiveness of attempting international co-production of courses. (JB)

ED 269 017 IR 051 494

Breivik, Patricia Senn, Ed.
A Colorado Response to the Information Society: The Changing Academic Library. Proceedings of a Conference (Denver, Colorado, October 6-7, 1983).
PUB DATE- Oct 83
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; History Instruction; *Library Role; *Library Services; Microcomputers; North American History; Position Papers; Research Libraries; Statewide Planning
IDENTIFIERS- *Colorado

As suggested by a Colorado Academic Library Master Plan developed in 1982, a statewide conference that brought together academicians and librarians was held to explore the role of academic libraries in the information society. People came in teams of three from institutions and included library directors, academic vice presidents, and faculty leaders. This report contains seven papers that were presented at the conference: (1) "Not Cassandra, Pandora, or Polonius: Or, Aspects of Learning in American History" (Harold M. Hyman, Rice University); (2) "The Microcomputer Revolution and the New Role of the Library: From the Perspective of a University President/Chancellor" (Alan Guskin, University of Wisconsin at Parkside); (3) "What a College Administrator Expects of an Academic Library" (Robert A. Plane, Clarkson College of Technology); (4) "Raising Levels of Astonishment: Criteria for Academic Library Leadership" (Robert C. Spencer, Sangamon State University); (5) "Confessions of a Former Scenic Designer" (Richard Knaub, University of Colorado at Boulder); (6) "How the Library Helps Me as a Teacher and Researcher" (Paul A. Lacey, Earlham College); and (7) "Using the Library to Teach History at the United States Air Force Academy" (Carl W. Reddell, U.S. Air Force Academy). Background information on the conference and a definition of information literacy introduce the papers. (THC)

ED 268 623 EA 018 335

O'Reilly, Robert C.

Building Administrators, Handicapped Children, and the Courts. Revised.

PUB DATE- 23 Jan 86
NOTE- 31p.; Paper prepared for the UNO-SDE Seminars for Principals, 1985-86 (Omaha, NE, January 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Role; *Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Family School Relationship; Federal Courts; Federal Legislation; Individualized Education Programs; *Legal Responsibility; *Mainstreaming; Principals; School Districts; School Law; Social Discrimination; Special Education; State Courts; State Legislation; Student Placement; Student Rights; Students; Student Transportation
IDENTIFIERS- Education for All Handicapped Children Act

This paper reviews federal and state court interpretations of federal and state laws concerning the responsibilities of local school districts in providing free and appropriate education for handicapped children. Particular attention is paid to the building principal's responsibility in carrying out the mandated policies at the operational level, and his or her consequent liability (as a school employee rather than as an officer of the state) for any procedural failings. The cases selected focus on problems at the operational level related to student placement, program reevaluation, discrimination, transportation, misdiagnosis, the length of the school year, and students' needs for unusual assistance. Among the factors considered by the courts in judging these cases are the protection of students' due process rights, the efforts made by school districts to place students in the least restrictive environment possible, and the extent to which schools and school employees are protected from financial liability in cases involving improper placement of students. (PGD)

ED 268 692

EA 018 439

Norris, Cynthia

A Discussion of Brain Hemisphere Characteristics and Creative Leadership among Selected Educational Administrators in Tennessee.

PUB DATE- 9 Mar 85

NOTE- 88p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlanta, GA, February 22-25, 1985).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Administrators; *Brain Hemisphere Functions; *Cognitive Style; Educational Change; Educational Innovation; Elementary Secondary Education; *Leadership Styles

IDENTIFIERS- Herrmann Brain Dominance Instrument; *Leadership Effectiveness; Tennessee

Findings from a study of 27 superintendents, 39 principals, and 37 supervisors recognized as effective leaders in Tennessee schools suggest that the highest level of educational leadership is dominated by individuals whose cognitive style is ineffective for conceptualizing the future. Analysis of the subjects' brain dominance patterns using the Herrmann Brain Dominance Instrument and of the subjects' management skills according to the Katz ranking system indicated that many superintendents have difficulty moving beyond the analytical and technical aspects of their positions. These administrator characteristics contrast with the leadership qualities identified in the literature as effective. Principals and supervisors showed a better balance between their analytical skills and their conceptual modes of thought, indicating less dominance by the brain's left hemisphere. Women, best represented among the supervisors, showed better balance than did men. The researchers also administered a questionnaire measuring attitudes and efforts toward innovation. Principals scored highest on this questionnaire, perhaps because they were better positioned to implement their ideas than were supervisors. This report begins with a literature review covering and integrating brain research, leadership research, and educational change studies. The findings of the present study are then discussed and administrative levels compared. The study includes an extensive list of references, and three appendixes present the instruments used. (PGD)

ED 268 740

EC 182 344

Directory of California Community Colleges Exemplary Programs and Materials for Handicapped Population Students.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 85

NOTE- 43p.; For an earlier edition, see ED 242 939.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiovisual Aids; *Community Colleges; Curriculum Development; *Demonstration Programs; *Disabilities; Resource Materials

IDENTIFIERS- *California Community Colleges

The directory presents information on model programs, curriculum materials, and guides regarding Handicapped Student Programs and Services (HSPS) funds in California community colleges. Materials were identified via criteria which considered them exemplary and then selected by an advisory committee. Citations are organized in five major topics (sample subtopics in parentheses): (1) model programs (horticulture program for handicapped students); (2) resource guides (a faculty guide for serving the disabled, career guidance for students with disabilities, vocational skills assessment); (3) curriculum materials (basic math curriculum for blind students); (4) audiovisual materials (technical sign language videotapes); and (5) reference materials (a catalog of career guidance materials for use with students with disabilities). Each entry includes name of developing organization, specific products and their availability, evidence of effectiveness, usefulness, or impact, and contact persons who serve as sources of additional information. (CL)

ED 268 821 FL 015 661

Kessler, Carolyn; And Others
Processing Mathematics in a Second Language: Problems for LEP Children.
PUB DATE- Oct 85
NOTE- 28p.; Paper presented at the Delaware Symposium VII on Language Studies (Newark, DE, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comprehension; Elementary Education; *English (Second Language); Language of Instruction; Language Proficiency; *Limited English Speaking; *Mathematical Logic; Mathematical Vocabulary; *Mathematics Instruction; *Metacognition; Second Language Learning

A discussion of the connections between mathematics, language, and second language acquisition focuses on four major areas: (1) the nature of mathematical performance, (2) the language of mathematics, (3) problems that mathematics poses for limited-English-proficient (LEP) children learning English as a second language, and (4) mathematics as a facilitator of second language development. It is argued that the effectiveness of mathematics instruction for second language development is more complex than making the language input comprehensible, lowering the affective filter, and providing for interactive situations with peers and the teacher. Successful mathematics processing rests at least in part on the ability to use the very precise language of mathematics in mathematical reasoning. The context-reduced language of mathematics, extensive use of logical connectors, specialized vocabulary and syntactic structures, and appropriate discourse rules all present complex problems to (LEP) children engaged in mathematics discourse. These problems seem to be linked to some underlying deep structures in mathematical thinking, a process that is analogous to cognitive/academic language proficiency. If these relationships are understood and addressed in the mathematics classroom, language need not be a barrier to processing mathematics in a second language. (MSE)

ED 268 836 FL 015 681

Moussoulides, Eleanor
Using Songs and Games in the Language Class.
PUB DATE- 86
NOTE- 7p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Class Activities; *Classroom Techniques; *Educational Games; Instructional Materials; *Second Language Instruction; *Songs; *Vocabulary Development
IDENTIFIERS- Rhyme

The ability to retain many songs in memory makes them an important tool for language learning, but one that is often underused. A commercially-produced set of materials called "Singlingual" puts everyday German words and phrases to well-known tunes, a technique students can use to develop their own songs. In addition to readily-available published language games, teachers can also use popular television games in class, such as guessing the missing word in a sentence; pairing students and having one from each pair leave the room, to return and guess a word chosen by the other; having teams of students choose ten letters from piles of vowels and consonants, and make as many words as possible from them; guessing occupations in the style of twenty questions; and choosing which of three definitions applies to a chosen word. Scoring variations can add interest to games, and teachers can also devise their own versions of Trivial Pursuit. A list of useful materials is appended, including songs, and albums in Spanish and French. (MSE)

ED 268 865 HE 019 230

Halleck, Mahlon

Process and Consequence: A Study of Strategic Planning in a Multicampus Setting (Phase I). ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 74p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Higher Education; *Multicampus Colleges; Planning Commissions; *Political Influences; School Organization; *State Boards of Education; State Colleges; *Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; *Strategic Planning

Strategic planning initiated by the recently created State System of Higher Education (SSHE) in Pennsylvania is examined. Components of the strategic approach found in the literature and dimensions generally considered critical for both strategic formulation and strategic understanding are considered. Attention is directed to the multicampus system as an organizational type and its past planning practices, and the specific historical and political context of the SSHE. Field observations from six days of planning from January through April 1984 are summarized, along with key events that followed. The plan, consisting of eight strategic direction statements, is also described. Of significance during the planning process were the interactions of the Board of Governors and the Strategic Planning Committee with the planning consultant and with other actors from the Central System Office. The committee included representatives from key stakeholding areas. The eight strategic direction statements provide a framework for the campuses and identity for the system. Since the completion of the first planning stage, a number of critical realignments have occurred within the system. (Author/SW)

ED 268 879

HE 019 244

Wolf, W. Shapard, Jr.; Richardson, Richard C., Jr.

Studying Faculty Behavior: An Activity-Driven Typology. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classification; Cluster Grouping; *College Faculty; Departments; Factor Analysis; *Faculty College Relationship; Higher Education; Institutional Characteristics; Intellectual Disciplines; Political Attitudes; Research Universities; Sex Differences; *Teacher Characteristics

IDENTIFIERS- *ASHE Annual Meeting; Biglan Model

A new typology for faculty is proposed, based on their expressed priorities toward activities in which research universities engage. Responses of 617 faculty to a survey of 66 statements about university activities were factor analyzed, and scores on eight factors obtained were used in a cluster analysis that produced three clusters of faculty. When coded into disciplinary groupings, the faculty clustered along lines defined by their political description and gender. Items included in the following eight factors and their loadings are identified: (1) concerns about minorities and women; (2) liberal arts, liberal education; (3) nontraditional education; (4) intercollegiate athletics; (5) concerns about quality and research; (6) health care and training; (7) professional education; and (8) concerns about student health. The primary strength of this approach involves the effort to relate faculty groupings to institutional priorities as well as the assumption of heterogeneity rather than homogeneity among faculty members belonging to a specific department. The results are compared to Biglan's (1973) typology; some correspondence is found with his "hard-soft" axis, or applied-pure and life-non-life dimensions, which were used to classify departments. (Author/SW)

ED 268 892 HE 019 257

Lincoln, Yvonna S.

Indigenous Efforts at Individualizing Program Review: A Case Study. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Alumni; Case Studies; *College Programs; Departments; Evaluation Criteria; Feedback; Higher Education; Interviews; *Program Evaluation; *Qualitative Research; Student Experience
IDENTIFIERS- *ASHE Annual Meeting; *University of Kansas

An expanded program review process that includes qualitative, ethnographic, retrospective, and subjective data is described. At the University of Kansas, qualitative indicators were developed and methods were designed to implement them. Reviews were moved from a process of reacting to quantitative self-studies to a procedure that involved: intensive interviews, solicitation of alumni judgments on the merit and worth of their experiences (as opposed to collecting only limited-response surveys), and solicitation of reviews by external consultants who are disciplinary specialists. Results of the expanded reviews included development of qualitative data collection procedures, increased desire for narratives and case studies that contribute to greater appreciation of departmental and program constraints, understanding of where flexibility might exist and where resources are strained, and the development of a "member check" process. This process verifies the accuracy of reports, checks for reliability, assesses the extent of assent with the findings and interpretations, and assures that all parties to the program review are fully informed of the report that is filed. Problems involved the training of faculty interviewers, commitment to the review, and coordinating with statewide reviews. (Author/SW)

ED 268 906

HE 019 272

Breier, Barbara E.

Problems in Researching Topics Related to Program Review: A Case Study. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Case Studies; College Programs; Higher Education; Legislators; Participant Satisfaction; Political Influences; *Program Evaluation; *Research Problems; *Schools of Education; *State Universities; *Teacher Attitudes; Trustees
IDENTIFIERS- *ASHE Annual Meeting; Emporia State University KS; Kansas State University; University of Kansas

The multiple perspectives of participants in a program review process at three schools of education were determined, along with the effect of these perspectives on enactment of program review policies. Participating schools were Emporia State University, which has a large teacher education program, and the University of Kansas and Kansas State University, both of which are comprehensive research institutions with highly visible and politically sensitive schools of education. The objective was to understand the evolution of the program review process as it occurred over time. A case study approach involved document review over an 11-month period; nonparticipant observation; and interviews with 48 university staff, Kansas Board of Regents members, and legislative staff who had participated in program review. Problems included: people holding positions in the universities changed over the period of the education review; school of education faculty, staff, and administrators tended to have a negative view about the review process, while university administrators, board members, and legislative staff tended to have positive views; participants were anxious about the review and reluctant to share information about the review process, and the political nature of the program review. Implications for research on program review are briefly considered. (SW)

ED 268 948 IR 012 000

Educational Technology. E.C.I.A. Chapter 2. Final Evaluation Report.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85
NOTE- 54p.; For an earlier evaluation report, see ED 259 713.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Software; Educational Technology; *Educational Television; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Grade 7; *Instructional Improvement; Interviews; Kindergarten; Mathematics Education; Questionnaires; School Surveys; Science Education; Worksheets
IDENTIFIERS- District of Columbia; Education Consolidation Improvement Act Chapter 2

The Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making was used by the District of Columbia Public Schools to monitor the efforts of their Office of Educational Technology in providing direction and coordination for computer related activities, and in planning and implementing educational television (ITV) projects in mathematics and science. The target population included seventh grade mathematics and science students and teachers in eight pilot schools for the seventh grade Mathematics and Science Project, and kindergarten students and teachers in 15 schools for the Writing-to-Read project. Included are: (1) project summary and findings; (2) background and project objectives; (3) a description of the project; (4) the external evaluation design; (5) the program results; and (6) appendices. Appended materials include the evaluation model schema; summaries of teachers' implementation of the Writing-to-Read Program based on a configuration checklist and levels-of-use interviews; and results of teacher questionnaires on the Writing-to-Read program, including writing and typing components, classroom management questions, and teacher aide questions. Findings show that while there is little empirical evidence to evaluate its implementation, the ITV project seems to be functioning well; in addition, the majority of Writing-to-Read teachers are implementing the program in an ideal fashion and students have responded favorably to it. (JB)

ED 268 637

EA 018 353

Richards, Donald M.
Productive and Effective Schools.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Education Finance Association (Chicago, IL, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Economics; *Educational Research; Elementary Secondary Education; Family School Relationship; Productivity; *Research Methodology; Research Needs; *School Effectiveness; Socioeconomic Status
IDENTIFIERS- *Educational Production Function

A review of effective schools studies suggests that the research should continue but the methodology must change if the studies are to gain credibility. The first of this paper's three sections explains the educational production function in terms of the microeconomics of education. The measurement and classification of such function variables as output measures and the characteristics of students, schools, and homes are explained. The second section reviews relevant studies and focuses on the importance of socioeconomic status as a predictor of school achievement. Variations in production functions related to different types of schools are considered. The third section explores problems and issues related to studying productive and effective schools. Methodological weaknesses severely limiting the value of research are noted, with examples drawn from the literature. The paper concludes with suggestions for further research, particularly on the relationship between socioeconomic status and educational achievement. (PGD)

ED 268 651

EA 018 372

Report of Ad Hoc Districtwide Shared Governance Committee to Study Criteria for Participation in Extra-Curricular Activities in the Secondary Schools.

Jackson Municipal Separate School District, Miss.

PUB DATE- Aug 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Activities; *Admission Criteria; Advisory Committees; Athletics; Disqualification; Educational Objectives; Elementary Secondary Education; *Eligibility; *Extracurricular Activities; Prerequisites; *Student Participation
IDENTIFIERS- *Jackson Municipal Separate School District MS

The committee that produced this report was asked to examine two major concerns: (1) that criteria for participating in various extracurricular activities were inconsistent between schools; and (2) that criteria for participating in all extracurricular activities (including athletics) contribute to the overall mission of teaching and learning in Jackson (Mississippi) public schools. Accordingly, this final report begins with a brief review of the literature on criteria for extracurricular activities, followed by selected testimony on this topic from Jackson citizens and from school personnel. The subsequent section reports committee findings with respect to: (1) the number, percent, and rank of students participating in extracurricular activities at each secondary school in the district; (2) most and least available extracurricular activities in the secondary schools; (3) current criteria for participation per school and by district policy; (4) criteria for participation in selected states; and (5) criteria for participation in athletics as set forth by the Mississippi High School Activities Association (MHSAA). The final section provides the committee's recommendations for specific actions to be take by the Board of Trustees and the Superintendent of Schools regarding participation criteria, along with concluding remarks. Appended are a list of extracurricular activities in the district, a note on averaging summer school grades with second semester grades, and a sample form for reporting student eligibility. (TE)

ED 268 678 EA 018 421

Mawdsley, Ralph D.; Permuth, Steven
Faculty Dismissal: Comparison of Public and Private Higher Education.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 24p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Due Process; *Faculty College Relationship; Faculty Handbooks; Freedom of Speech; Higher Education; Nontenured Faculty; *Private Colleges; Public Education; School Law; *State Colleges; *Teacher Dismissal; Teacher Rights; Tenured Faculty
IDENTIFIERS- *Financial Exigency

In problems pertaining to faculty dismissal, public higher education institutions are subject to both constitutional and contractual constraints, whereas private schools are subject almost solely to self-imposed contractual limitations. In public institutions, teachers alleging termination for protected free speech bear the burden of establishing that fact. However, when the faculty member alleges protected free speech activity prior to the institution's decision for termination, the institution must prove that the faculty member would not have been renewed in any event, according to "Mt. Healthy City Board of Education v. Doyle" (1974). In a recent noneducation case, "Connick v. Meyers" (1983), the Supreme Court significantly restricted the First Amendment protected rights of speech of public employees only to matters of public concern. Courts have consistently refused to find state action in nonpublic schools. In private institutions, the written contract, other institutional documents, and previous practices govern the rights of faculty. In cases of financial exigency, public universities are responsible for adherence to constitutional requirements as well as contractual agreements defined through state legislative actions and materials such as catalogs and faculty handbooks. Private colleges and universities are held responsible for matters of contract and relevant state legislation. Procedures are suggested for both public and private institutions to follow in the event of faculty dismissal for financial exigency or other causes. (MLF)

ED 268 757

EC 182 361

Kochanek, Thomas T.
Project Access V: An Investigation of the Impact of P.L. 89-313 Funds on Early Intervention Programs: Summative Evaluation Reports 1984 and 1985.
Massachusetts State Dept. of Public Health, Boston.

PUB DATE- 28 Aug 85
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Federal Legislation; Infants; *Intervention; *Program Effectiveness; Young Children
IDENTIFIERS- *Massachusetts; *Public Law 89 313

The reports document achievements of early intervention programs (EIPs) for handicapped infants and young children in Massachusetts. The first report focuses on Project Access V and on evaluation of four major evaluation outcomes: (1) statutory compliance and generic impact of P.L. 89-313 expenditures; (2) overall P.L. 89-313 grant management and coordination; (3) population study and modal data collection procedures within EIPs; and (4) the automated information management system related to P.L. 89-313 fiscal, personnel, and impact data. Findings are summarized and recommendations offered for the P.L. 89-313 process and for EIPs in general. The second report presents similar evaluation data for fiscal year 85. Both reports cite programs' fidelity between contractual obligations and actual expenditures as well as substantial efficiency and equitability in the contract approval and management process. (CL)

ED 268 774

EC 182 390

de Bernard, Ann Evans; Ferber, Gloria P.

The Teaching/Learning Process of Handicapped Children in the Microcomputer Environment.

PUB DATE- Apr 86

NOTE- 43p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 14, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; *Computer Assisted Instruction; *Disabilities; Elementary Secondary Education; *Microcomputers; *Problem Solving; *Theories

IDENTIFIERS- *Logo Programing Language

The paper reports observations from a 2-year investigation of teaching/learning processes as they occurred during microcomputer instruction in three special education schools. Factors in the learner and/or learning environment are analyzed for their effects on the development of problem solving strategies. Part 1 reports observations of behavior of 212 3-to-12-year-olds with language or cognitive impairments in three microcomputer environments (instructional software, Logo, and teacher mediated learning). Behaviors were classified according to a scheme of cognitive distancing. Findings revealed relationships between age and level of cognitive distancing for all treatments, and between treatment and level of cognitive distancing for all ages. Part 2 of the study examined the realtionship between performance in Logo instruction and level of cognitive development from a perspective based on L.S. Vygotsky's theories. A concept attainment task was administered to 15 Ss randomly selected from the larger group targeted for observation. Behaviors on this task were compared to behaviors demonstrated by Ss during interactions with Logo. Results suggested a strong relationship between level of cognitive development and ability to profit from Logo instruction. (Author/CL)

ED 268 990 IR 012 057

Barron, Daniel D.
Electronic Outreach: Television, the Distant Learner, and the Library School.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); Case Studies; *Distance Education; Educational Television; Instructional Innovation; *Library Education; Library Schools; *Professional Continuing Education; Teaching Methods; *Teleconferencing; *Telecourses
IDENTIFIERS- South Carolina (Columbia)

This study focused on the use of television by the College of Library and Information Science at the University of South Carolina in meeting the preservice and continuing education needs of information professionals in the state. Following a general introduction, which discusses the use of technology in both librarianship and higher education, background information about the College of Library and Information Science's outreach program is provided. A brief history of the use of video in the college is then presented, including the production of the first telecourse, "Jump Over the Moon: Sharing Literature with Young Children," which is currently used by over 230 colleges around the world, and the subsequent adoption of teleconferencing for additional library science courses. Administrative and delivery issues involved with the utilization of television for instructional delivery are also discussed, including: (1) quality control concerns; (2) selection of courses to offer via teleconferencing; (3) faculty resistance and concerns; (4) lack of the social and emotional support provided by the conventional teacher-and-class situation; and (5) follow-up services for the learner. A discussion of concerns and issues involved in teaching adults via telecourses and an invitation for librarians and information scientists to use technology to facilitate information transfer for positive human benefits conclude the report. A six-page list of references is provided. (JB)

ED 269 003 IR 012 092

Shapiro, Norman Z.; Anderson, Robert H.
Toward an Ethics and Etiquette for Electronic Mail.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8330-0669-X; R-3283-NSF/RC
PUB DATE- Jul 85
NOTE- 43p.
GRANT- NSF-ISI-8412367
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications; Communication Skills; *Electronic Mail; Federal Legislation; Guidelines; *Information Networks; *Online Systems; Position Papers; Technological Advancement; *Telecommunications
IDENTIFIERS- Etiquette

Electronic mail and message systems are playing an increasing role in the work performed today, and both the effects and the side-effects of this new communication medium can be substantial. This report discusses a number of issues related to the use of electronic mail and suggests guidelines for its effective use. The report focuses on some important general attributes of electronic mail systems and the effect of those attributes on the quality and appropriateness of communication. Drawing on personal observation of inappropriate or counterproductive use of these systems, it discusses the "etiquette" of sending and receiving electronic mail, and presents some initial guidelines designed to accelerate the process by which social customs and behavior appropriate to electronic mail become established, thereby accelerating the effective use of such systems. The intended audience is persons either possessing some familiarity with electronic mail systems or considering their adoption for individual or institutional use. The guidelines may ease the transition to, and understanding of, this new and quite fundamentally different communication medium. A list of network interest groups and a glossary are included. (THC)

ED 268 665

EA 018 407

The Assistant Principal. The Best of ERIC on Educational Management, Number 82.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Evaluation; *Administrator Role; *Assistant Principals; Change Agents; Discipline; Elementary Secondary Education; Leadership Training; *Literature Reviews; *Occupational Information; *Professional Development; Stress Management; Student School Relationship

The 12 publications in this annotated bibliography highlight different aspects of the assistant principal's role. One Ohio school district has created the title of "Associate Principal," a position that involves participating with the principal in planning, organizing, and evaluating the whole school program. Three articles deal with enriching and enhancing the role of the assistant principal in ways that will develop leadership capabilities as well as benefit schools. Another writer cites being a counselor and a mediator as probably the most humane and challenging aspect of the assistant principal's role. The professional development of assistant principals, according to two other articles, depends on the school principals involving them in responsibilities. One assistant principal, writing under the pseudonymn "Lee Marsh," recounts the wide range of duties and input from six principals during her career. Dealing with social problems existing in schools is a large part of an assistant principal's function. Ways to diffuse this stress are discussed in another entry. The final article admonishes the assistant principals to treat as conscious human beings the uncelebrated and unhonored students as well as the elite students. (MLF)

ED 268 707 EC 182 311

Zerrer, Peggy
Fetal Alcohol Syndrome.
PUB DATE- Feb 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcoholism; *Clinical Diagnosis; *Disabilities; High Risk Persons; Intervention; Physiology; Pregnancy; *Prenatal Influences; *Prevention; Special Health Problems; Student Characteristics

IDENTIFIERS- *Fetal Alcohol Syndrome

The paper reviews Fetal Alcohol Syndrome (FAS), a series of effects seen in children whose mothers drink alcohol to excess during pregnancy. The identification of FAS and its recognition as a major health problem in need of prevention are traced. Characteristics of children with FAS are described and resultant growth retardation, abnormal physical development, central nervous system dysfunction, and fetal and perinatal death are discussed. The research on effects of different levels of alcohol consumption during pregnancy is cited and the physiological and metabolic effects on the fetus are explained. Emotional and psychological defects in children of alcoholic fathers are also considered. A case study illustrates the importance of early intervention. The need for federal and state policy initiatives in prevention and early diagnosis is stressed. A list of service and information resources on FAS concludes the paper. (CL)

ED 268 790

FL 015 606

Laine, Matti

Word Fluency: A Task Analysis.

PUB DATE- 85
NOTE- 17p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Language Processing; Language Tests; *Neurolinguistics; *Neurological Impairments; *Problem Solving; Task Analysis; *Vocabulary Skills

It is suggested that models of human problem solving are useful in the analysis of word fluency (WF) test performance. In problem-solving terms, WF tasks would require the subject to define and clarify the conditions of the task (task acquisition), select and employ appropriate strategies, and monitor one's performance. In modern neuropsychology, the frontal lobes have been attributed a crucial role in general problem solving. A simple information-processing model is applied to preliminary experimental and clinical data on qualitative features in neurological patients' WF performance. The study in question was performed at the Boston Veterans Administration Hospital. The WF results are part of a project which focused on the problem-solving skills of chronic alcoholics. It is proposed that the model reveals a hierarchy in the susceptibility of the problem-solving components (task acquisition, strategy selection, and monitoring) to neural damage. Figures and tables illustrate the text. (MSE)

ED 268 806 FL 015 626

Beebe, Leslie M.
Cohesion in Interlanguage: A Study of Conjunction.
PUB DATE- Aug 80
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adverbs; *Coherence; *English (Second Language); Foreign Nationals; *Interlanguage; Japanese; Korean; Mandarin Chinese; Prepositions; Second Language Learning; *Speech Communication; Structural Analysis (Linguistics); Syntax; Thai
IDENTIFIERS- *Asians; *Conjunction

A study of textual cohesion in the oral discourse of learners of English as a second language had as subjects 19 Asians from 4 language backgrounds, who were living and, in most cases, studying English in the United States. Analysis of taped conversations focused on the use of conjunctive adjuncts of three kinds: (1) simple adverbs (e.g., and, but, so, next) used to provide cohesion between sentences, (2) compound adverbs (e.g., furthermore, nevertheless), and (3) prepositional expressions (e.g., as a result of that). The conversations were coded for omission, insertion or substitution, and contextual error of conjunctive elements. The frequency of causal, adversative, additive, and temporal conjunctions was calculated for language background group and English proficiency level. It was found that, contrary to expectation, most conjunctive relations were correct but that most were external and not mandated by the speaker's desire to impose cohesion on his or her communication. The expectation of a high rate of omission errors was also contradicted, with substitution errors the most common and omission errors the least common. It was also found that the subjects who were studying English never omitted a required conjunctive adjunct and that neither the proportion of conjunctive adjuncts used nor the proportion of errors was related to proficiency level or language background, except for the Thais. (MSE)

ED 268 852 HE 019 217

Jarrow, Jane; And Others
How to Choose a College: Guide for the Student with a Disability.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.; Association on Handicapped Student Service Programs in Postsecondary Education, Ames, IA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 21p.; Photographs may not reproduce clearly.
GRANT- G0084C3501
AVAILABLE FROM- HEATH Resource Center, One Dupont Circle, Suite 670, Washington, DC 20036-1193 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Aspiration; *Accessibility (for Disabled); *Ancillary School Services; Career Planning; College Bound Students; *College Choice; *College Preparation; Decision Making; *Disabilities; Extracurricular Activities; Hearing Impairments; Higher Education; Learning Disabilities; Occupational Aspiration; Physical Disabilities; Physical Mobility; Special Health Problems; Student Financial Aid; Visual Impairments; Wheelchairs
IDENTIFIERS- *Student School Fit

A guide to help disabled students organize the search and decision-making process in selecting a college is presented. Students are encouraged not to allow their disability to become the major influence in their lives. Students are helped to probe their academic preparation as well as their academic and career interests/goals. Six questions are posed to help students evaluate how independent they are. Additional questions address: the size school that would feel comfortable, financial limitations, and entrance requirements. In considering specific support services provided by the college, attention is directed to questions that might be posed by students who use wheelchairs, as well as by students with hearing impairments, visual impairments, learning disabilities, or health problems. Students are also advised to ask questions about accommodations necessary for their participation in extracurricular activities. Investigating scholarship and financial support opportunities is also covered. Finally, the process by which students can evaluate the final list of possible colleges is addressed. Five questions to ask about each college are identified. (SW)

ED 268 977

IR 012 039

Hawkridge, David

Print, Television, and Radio in Education: Principles and Examples.

PUB DATE- Nov 79
NOTE- 26p.; Paper presented at the International Conference on Television, Radio and Print (Turin, Italy, November 29-30, 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Distance Education; *Educational Radio; *Educational Television; Foreign Countries; Higher Education; Instructional Design; Instructional Materials; *Multimedia Instruction; Nontraditional Education; Open Universities; Teaching Methods
IDENTIFIERS- Italy; *Open University (Great Britain); *Printed Materials

The first part of this paper summarizes the experiences of the Open University in using print, television, and radio to provide postsecondary education to adults. Descriptions of these three components are followed by details on the functions served by each; i.e., how print, television, and radio differ in their ability to educate, and how the Open University utilizes the instructional strengths of each. Need for integration between the media is discussed, but it is pointed out that this requires careful planning, particularly in the type of courses taught in the Open University. In the second section, alternative ways of combining print, television, and radio for educational purposes are outlined and examples from open universities in various countries are provided. The paper concludes with five questions directed at Italian attempts to combine print, radio, and television for educational purposes. (JB)

ED 268 741 EC 182 345

Kahn, Victoria
Therapeutic Ceramic Program for Special Students: Staff Development Manual.
Montgomery County Intermediate Unit 23, Norristown, PA.
PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Materials; *Ceramics; Childrens Art; Creative Expression; *Disabilities; Elementary Secondary Education; Lesson Plans; Teaching Methods

The paper describes ways of incorporating a ceramic program into existing curricula for exceptional children. The program focuses on the process of producing clay products and has as its goals: tension release, heightened self-image, improved coordination, personal growth and emotional maturity. The manual describes organizatonal structure, goals, materials, lesson plans, and evaluation procedures. Implementation guidelines address affective, motoric, and aesthetic goals. Lesson plans specify contents of six 1.5 hour sessions: (1) introduction and pinch pot; (2) coil pot; (3) glaze; (4) slab technique; (5) animal sculpture; and (6) review of glazing. Evaluation suggestions include informal staff and student evaluation. Information on field testing, pottery terms, glazing, kiln management, safety precautions, and additional resources conclude the paper. (CL)

ED 268 837

FL 015 682

Supple, Siobhan
Teaching Other Subjects through the Target Language.
PUB DATE- 86
NOTE- 6p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; *Language of Instruction; *Relevance (Education); Second Language Instruction; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Ireland

In Ireland, children learn Irish and perhaps another second language in school, but use English almost exclusively outside those classes. In addition, the classes most concerned with communication (i.e., language classes) are those the most empty of material about which to communicate. This experience with language learning may diminish students' perception of other languages as relevant. While it is commonly held among language teachers that they should associate language with situations outside the classroom, it is difficult to do this authentically. One way of turning language into an asset is to use the target language for classroom management, which provides a rich source of communication needs, but this effort can be lost in the hours between language classes. The isolation of the language class can be counteracted by introducing language lessons into other areas of the curriculum, linking language and subject matter. Studies of partial and full immersion courses show that performance in the target language is positively affected and achievement in the content areas does not suffer. If subject matter is covered both in the language course and in its own course, the subject matter and language learning are both reinforced. (MSE)

ED 268 893

HE 019 258

Lincoln, Yvonna S.
Negotiating Politics in Organizational Cultures: Some Considerations for Effective Program Evaluation. ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Evaluation Problems; Higher Education; Organizational Climate; *Organizational Theories; *Political Influences; *Power Structure; *Program Evaluation; Values
IDENTIFIERS- *ASHE Annual Meeting

Factors that influence the effectiveness of program evaluation in higher education and eight recommendations for program evaluation are considered. Currently, program evaluation is characterized by negotiation because of three powerful concepts: the nature of multiple constructions and multiple realities; the influence of power distributions throughout higher education institutions; and the role of politics. The theory of multiple realities proposes that participants in organizations create realities about the organization that are based on multiple and often conflicting value systems. Evaluators must take each construction into account and recognize that no single reality exists for the organization. Power is not limited to those who have the funds of authority to commission evaluations, since others can give or withhold information or sway opinion. Since organizational politics is integral to the group's functioning, evaluations cannot avoid politics. Implications and recommendations include: evaluators must understand that evaluation is not research but a teaching/learning process; evaluation is a continuous and divergent process; evaluation not only uncovers various reality constructions but creates realities; evaluation is an emergent process; and program evaluation is a collaborative process between equals. (SW)

ED 268 921 HE 019 288

Herr, Kay
Improving Teaching and Learning in Large Classes: A Practical Manual.
Colorado State Univ., Fort Collins. Office of Instructional Services.
PUB DATE- 84
NOTE- 38p.
AVAILABLE FROM- Colorado State University, Office of Instructional Services, A71 Clark Building, Ft. Collins, CO 80523 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Classroom Environment; Class Size; *College Instruction; Discussion (Teaching Technique); Higher Education; *Instructional Improvement; *Large Group Instruction; Lecture Method; Notetaking; Questioning Techniques; Student Behavior; *Teacher Student Relationship; Teaching Guides; *Teaching Methods

A practical reference guide for educators who teach large classes is presented, based on a workshop on improving teaching and learning in large classes. The workshop involved weekly meetings for a year at Colorado State University. The following problems of teaching and learning in large classes were identified: social and physical control, class discussion and questions, the personalization of instruction including use of the small group technique, building and maintaining rapport with students and other affective factors, the content and delivery of lectures, providing lecture outlines and ways to encourage notetaking, the delivery and content of the lecture, and the use of media. Workshop participants' teaching assumptions about each of these issues are also listed. Social control is considered to be the management of student behaviors, which is a factor of importance in the large class. Student behavioral concerns include: getting and maintaining students' attention, students' reading school newspapers in class, chattering, seating patterns, and cheating. To promote classroom discussion, it is suggested that an atmosphere encouraging student comments be created, physical obstacles be overcome, and all students be involved. Since a sense of rapport improves learning, nine ways to create rapport are suggested (use humor, student conferences, etc.) (SW)

ED 268 935

HE 019 303

Coughlin, Lorence D.; Patel, Vimla L.

Text Comprehension and Expertise in the Domain of Medicine.

SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Natural Sciences and Engineering Research Council, Ottawa (Ontario).

PUB DATE- 86

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Diagnosis; Cognitive Processes; *Difficulty Level; Discourse Analysis; Encoding (Psychology); Higher Education; *Medical Case Histories; *Medical Students; *Physicians; *Reading Comprehension

The effects of the randomization of information in clinical cases on the comprehension of 16 physicians and 16 medical students were studied, using structured and unstructured forms of two clinical cases. Attention was directed to the effects of case difficulty and text structure on representations of cases in written protocols, ability to access the relevant and critical information in the cases, and ability to generate diagnoses. The research paradigm was drawn from cognitive science and the analysis techniques were based on the techniques of discourse analysis. when viewed in terms of assessing "relevant" information, major findings indicate that both experts and novices in medicine are affected by the structural form of clinical cases and that this effect interacts with the difficulty level of the case. These effects were not present when viewed in terms of access to "critical" information. The comprehension of information in an easier clinical case was found to replicate the findings of studies in other areas of expertise. Difficult cases were found to be processed in a different manner. Experts were differentiated from novices by their ability to selectively encode relevant and critical case information and by the quality of their diagnoses. (Author/SW)

ED 268 963

IR 012 019

Gindele, John F.; Gindele, Joseph G.

Interactive Videodisc Technology and Its Implications for Education.

PUB DATE- 22 Apr 83

NOTE- 16p.; Paper presented at the Annual Meeting of the American Industrial Arts Association (45th, Milwaukee, WI, April 22, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Innovation; Futures (of Society); Information Retrieval; Information Storage; Instructional Design; *Interactive Video; Microcomputers; *Multimedia Instruction; Position Papers; *Videodisks

Arguing that videodisc technology has major implications for the storage and retrieval of information and that it may meet learners' needs in ways never before possible, this paper highlights key points regarding the history and development of videodisc technology, explores its implications for education, and addresses current and future uses of the technology. A review of the development of the videodisc covers: what a videodisc system is; history of the videodisc; technological developments; types of systems (capacitance and optical); features such as recording and storage capabilities; costs; and advantages and disadvantages of videodiscs. A discussion of uses of videodisc technology concentrates primarily on educational applications, and a few comments on the future of videodisc technologies conclude the paper. A list of references is included. (THC)

ED 269 018 IR 051 495

Committee on the Records of Government. Report.

American Council of Learned Societies, New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; Social Science Research Council, Washington, D.C.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; Andrew W. Mellon Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.

PUB DATE- Mar 85

NOTE- 182p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Archives; Databases; Federal Government; Federal Legislation; *Government (Administrative Body); *Government Publications; Opinion Papers; *Preservation; Private Agencies; *Technological Advancement

IDENTIFIERS- Information Resources Management; *Records Management

A privately sponsored and privately funded committee was organized to identify and propose means by which governments at all levels might rid themselves of needless and wasteful records while ensuring the preservation of that fraction of the documents deserving to be kept. The committee concentrated on problems and solutions within the federal government, but the principles underlying the conclusions and recommendations can be adopted by individual states and localities. This report of the committee includes an introduction and sections on: Development of Records Management; Records Management 1950-1984; Computer Generated Records; Special Characteristics of Electronic Records; Information Resource Management; and Importance of Leadership. Five major conclusions and three detailed recommendations complete the report. A draft of a proposed executive order is attached as well as a list of participants and additional interviewees. Appendices include overviews of the government records programs and conservation efforts, a technology assessment report of the National Archives and Records Service, and additional information, including significant related legislation and regulations; selected surveys and studies; elements of a comprehensive government records program; principles for state archival and records management agencies; National Archives and Records Service appraisal guidelines; and examples of federal government records schedules. An index is provided. (THC)

ED 268 624 EA 018 336

Mawdsley, Ralph D.
Legal Aspects of Plagiarism.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 63p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($9.95 plus $1.50 postage and handling, prepaid; actual postage and handling will be added to invoiced orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Copyrights; *Court Litigation; Discipline Policy; Discipline Problems; Legal Responsibility; *Plagiarism; Postsecondary Education; Student Behavior; Student Rights; Student School Relationship

The prohibition of student plagiarism by educational institutions creates problems associated with: (1) communicating acceptable practices for citing the works of others; (2) establishing appropriate penalties for those who do not follow the announced standards; (3) ensuring, through due process, the protection of the rights of those accused of plagiarism; and (4) avoiding violations of copyright law. This guide to institutional policy development considers both the academic and the legal issues involved in plagiarism cases. The first chapter pays specific attention to: (1) the promulgation of comprehensible definitions of plagiarism, (2) the provision of adequate notice of the existence of an institutional policy, (3) the legal importance of determining whether the plagiarism was intentional, and (4) the extent of the contractual nature of the relationship of student to institution. The second chapter looks closely at whether plagiarism is an academic or disciplinary matter and considers students' rights in disciplinary actions. The third chapter focuses on three legal issues involving copyrighted material: the ownership of student-produced plagiarized material, the "fair use" of copyrighted material, and the copyrightability of plagiarized material. Examples of plagiarism provided in Dartmouth College's student handbook are appended. (PGD)

ED 268 638

EA 018 355

Henderson, Anne

Anything Goes: A Summary Report on Chapter 2, the Education Block Grant. NCCE Special Report.

National Committee for Citizens in Education, Columbia, Md.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 85

NOTE- 111p.; Appendices may not reproduce well.

AVAILABLE FROM- National Committee for Citizens in Education, 10840 Little Patuxent Pkwy., Suite 301, Columbia, MD 21044 ($10.00 plus $1.00 handling unless prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Block Grants; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal Programs; *Finance Reform; Financial Support; *Government School Relationship; Grants; Parent Participation; *Program Effectiveness; School Support; State Federal Aid

IDENTIFIERS- Department of Education; *Education Consolidation Improvement Act Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) of 1981 consolidated 28 separate federal education programs into a single block grant. This report evaluates the effectiveness of Chapter 2 as public policy, assessing whether it has led to improvement in education, whether the consolidated programs are more responsive to community needs, and whether the block grant approach is an effective way to deliver educational services.

First, the report provides a brief history of federal education programs, explaining how Chapter 2 relates to and has changed federal policy. Then the findings to date are reviewed--who won and who lost, where the money goes, and what it is spent for. The results of the Education Department's monitoring of state Chapter 2 administration are described. The subsequent two chapters are organized around major issues that have surfaced: parent and public involvement, distribution formulas, support for desegregation, the role and authority of state education agencies, and private school participation. The conclusion suggests that the success of Chapter 2 depends on the extent to which communities make their needs known; therefore a list of recommendations is presented for changes in program structure and requirements that would promote greater local participation, and a guidebook is attached for parents and citizens on how to participate intelligently in Chapter 2 decisions. Appended is the text of ECIA Chapter 2, along with pertinent statistical data, reports, correspondence, and references. (TE)

ED 268 693

EA 018 440

Rutherford, William L.; And Others

School Management, School Development, School Improvement in the United States (and) New Light from an Old Lamp: Castleton High School. Report No. 3201.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; Administrators; Case Studies; Change Strategies; *Educational Administration; Educational Change; Educational Development; *Educational Improvement; Elementary Secondary Education; Principals; Urban Education
IDENTIFIERS- Castleton Public Schools PA

Two distinct but related topics, addressed by different authors, are covered in this report. William L. Rutherford's contribution, entitled "School Management, School Development, School Improvement in the United States," reviews the building administrator's role in school improvement within the broader context of educational administration. The report first outlines the organizational features typically found in American school systems and individual schools. Administrator's roles and responsibilities, their selection and training, and their typical activities are described next. The report then looks at trends in school improvement and considers the administrator's role in educational change and the social and professional expectations affecting the administrator's involvement. The second contribution, by Sheila C. Murphy and Shirley M. Hord, reports on the findings of a case study of an administrator's process for reawakening school pride in an urban Pennsylvania high school. Entitled "New Light from an Old Lamp: Castleton High School," the report does not cover the study methodoloy, but instead describes the school's characteristics and the administrator's management techniques. These techniques included interpreting district policies creatively, involving supportive staff members in specific projects, avoiding direct confrontations with those in formal authority roles, using persuasion rather than confrontation, and maintaining a constant vision. (PGD)

ED 268 725 EC 182 329

Bloch, Judith Simon; Seitz, Martin
Empowering Parents of Disabled Children: A Family Exchange Center.
Variety Pre-Schooler's Workshop, Syosset, NY.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- Variety Pre-Schoolers Workshop, 47 Humphrey Dr., Syosset, NY 11791 ($10.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Family Programs; Models; *Parent School Relationship; Preschool Education; Program Development; Respite Care; Systems Approach
IDENTIFIERS- *Family Exchange Centers

Intended for people interested in replicating the ideas contained in this manual in their own communities, the handbook describes the Family Exchange Center (FEC), an approach designed to support families with developmentally disabled children. Services offered include social, recreational, educational, mutual aid, support, and respite activities. A rationale for the FEC concept is given in which the family is considered as a system and in which reactions of the system to identification of disability in the child are discussed. Changes in parent/professional patterns and the issue of trust and confidentiality in the FEC model are examined. An organizational chart illustrates the component parts of the FEC, including the coordinating committee, monthly organizational meetings, and a variety of family activities, including informal parent networking, play and discussion opportunities for siblings, and advocacy groups. A final section on administrative considerations addresses staffing and outreach to professionals and consumers. (CL)

ED 268 758

EC 182 362

Fortaleza, Judith A.

Practically Speaking: A Model for Cooperatively Providing Staff Development for Various Client Groups in a Fifty-Six School District Region in Ohio.

PUB DATE- Nov 85
NOTE- 29p.; Paper presented at the Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inservice Education; Inservice Teacher Education; *Needs Assessment; Program Evaluation; Regional Programs; *Resource Centers; *Staff Development
IDENTIFIERS- *Ohio

The paper outlines a procedure of providing staff development designed to meet the needs of all educational personnel, including teachers, support personnel, administrators, and parents. The role of the Central Ohio Instructional Resource Center in staff development is examined, followed by a discussion of needs assessment methods (such as content analysis, observation procedures, and the likelihood/impact analysis. Evaluation data to illustrate the center's effectiveness in staff development are cited. Sample forms and procedural information are appended. (CL)

ED 268 822 FL 015 662

Otarres, Fe T., Ed.; And Others
Upper Tanudan Kalinga Texts. Studies in Philippine Linguistics: Supplementary Series. Philippine Texts, No. 1.
Linguistic Society of the Philippines, Manila.; Summer Inst. of Linguistics, Manila (Philippines).
PUB DATE- 85
NOTE- 140p.
AVAILABLE FROM- Dallas Center Book Store, 7500 West Camp Wisdom Road, Dallas TX 75236; Summer Institute of Linguistics, Publications Dept., Box 2270, Manila, Philippines.
LANGUAGE- Kalinga; English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Collected Works - General (020)
DESCRIPTORS- Anthologies; *Cultural Background; Essays; Expository Writing; *Folk Culture; *Indigenous Populations; Narration; *Social Values; *Sociocultural Patterns
IDENTIFIERS- *Kalinga; *Philippines (Luzon)

A collection of texts in Upper Tanudan Kalinga, a language spoken by about 3,000 people in three villages in the Philippines, includes texts recorded and transcribed from native speakers, edited for clarity and style, and checked for accuracy of cultural content. Four types of discourse-genre are represented: narrative-fiction and narrative-factual, procedural, expository, and hortatory. The texts are representative of the dialect spoken by the people of Lubo who call their dialect" Linurubu." Cultural notes and English translations are provided. The main cultural themes of the texts include leadership, marriage and responsibilities toward children, traditional values for living honorably, and the tension between old and new Kalinga values. (MSE)

ED 268 866

HE 019 231

Parker, Barbara; Zammuto, Raymond F.

Institutional Responses to Enrollment Decline: The Role of Perceptions. ASHE 1986 Annual Meeting Paper.

PUB DATE- Dec 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Change Strategies; College Administration; *Decision Making; *Declining Enrollment; *Enrollment Trends; Higher Education; Organizational Theories; *Predictor Variables; Problem Solving; *Qualitative Research; *Research Methodology
IDENTIFIERS- *ASHE Annual Meeting; Objective Analysis; Quantitative Research; Subjective Evaluation

Approaches to studying enrollment decline are compared and limitations and advantages associated with each method in predicting response to decline are assessed. The literature is reviewed to identify research perspectives on decline. Variables consistent with each perspective are identified and measured on a sample of 56 small- to medium-sized colleges and universities that experienced decline. Path analysis (LISREL V.) was used to compare perspectives and predictor variables. The literature indicated two major perspectives concerning organizational elements: (1) they are objective and measurable or (2) they are subjective, contextual, and knowable via interpretation. An initial assumption was that both the objective and interpretive approaches to studying decline are useful in describing organizational responses to decline. While the interpretive approach was superior to the objective measure for predicting responses to decline, both perspectives were important to understanding responses. It is suggested that the way organizational members perceive decline is important, along with the level of agreement on institutional mission, and managers' interpretations of external events to staff. A four-page list of references concludes the report. (SW)

ED 268 880 HE 019 245

Ruscio, Kenneth P.
Values and the Structure of Decisionmaking: Finding the Connection in Higher Education. ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Environment; Cooperation; *Decision Making; Higher Education; *Interprofessional Relationship; Liberal Arts; Organizational Theories; Power Structure; Research; Research Universities; *School Organization; Selective Colleges; *Teacher Attitudes; Teacher Role; *Values
IDENTIFIERS- *ASHE Annual Meeting

The relationship between the structure of decision-making in a college or university and the consensus on values within the university was studied, based on the field of organization theory where cultures and values are helpful in understanding the operations of an organization. Based on a larger study of the academic profession, a qualitative review of faculty interview responses and background documents was undertaken. Of 16 institutions in the larger study, eight are collapsed into three composite colleges. One of the composites consists of three institutions that offer master's degrees but few, if any, doctorates. Another composite consists of three leading research universities, and the third is a blend of two highly selective, undergraduate liberal arts colleges. The three clusters contain colleges that have similar decision-making processes, organizational structures, and consensus on faculty values. Attention was directed to issues such as: institutional mission, sense of community on campus, faculty responsibilities, unionization, centralization/decentralization of decision-making, and the power structure. The patterns can be used for faculty development and institutional assessment; a college can assess how its decision-making process is a function of faculty value consensus. (SW)

ED 268 907

HE 019 274

Froomkin, Joseph
What Jobs Will Be Available for Persons with a Postsecondary Education in 1985?

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- Mar 79
NOTE- 24p.
CONTRACT- 300-76-0026
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; Clerical Workers; College Attendance; *College Graduates; *Education Work Relationship; *Employment Opportunities; Enrollment Projections; Equal Opportunities (Jobs); Family Income; Females; *Labor Market; Males; Nonprofessional Personnel; Postsecondary Education; Professional Personnel; Salaries; Sales Workers; Service Workers; Student Financial Aid; *Underemployment

The labor market for persons who continue their education beyond high school is projected for 1985. After a brief discussion of the probable changes in the occupational distribution of new entrants by occupation, attention is directed to likely trends in wages of younger workers. Also considered are projections concerning underemployment of college graduates and competition between the sexes. The possible impact on college enrollments of the deteriorating job opportunities for postsecondary graduates is also addressed, and information on financial aid/subsidies for students by income level are included. It is concluded that career prospects will likely be more limited than in previous years for those who attend or complete college. It is suggested that persons who fail to complete college will gain little economic advantage from their brief postsecondary education. However, college graduates, and especially those who obtain a graduate degree in a professional field, will continue to gain a significant, but diminishing, economic advantage, as well as better access to good jobs. It is doubtful that the number of persons who enroll in higher education will decline as a result of these unattractive job prospects. However, students may tend to enroll part-time or attend low-cost schools. (SW)

ED 268 949 IR 012 001

Pritchard, Anthony L.; Jones, David R.
Evaluative Study of Cross-Crediting Arrangements between Distance Education Universities.
Deakin Univ., Victoria (Australia).
SPONS. AGENCY- Commonwealth Tertiary Education Commission, Belconnen (Australia).
PUB DATE- Feb 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Credits; Educational Planning; Foreign Countries; *Higher Education; *Intercollegiate Cooperation; Position Papers; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *Australia

Cross-crediting, or credit transfer, exists in Australia as a confused plethora of agreements in and amongst tertiary institutions. By and large the student is responsible for initiating or requesting credit for studies undertaken elsewhere, either in the past or concurrently. This study describes the development of an agreement on cross-crediting by five institutions of higher education which provides a model for collaboration in distance education, and suggests steps for its implementation. The agreement allows students to enroll concurrently in more than one institution and be given credit in advance for all academic work completed satisfactorily. The study effort began with historical and comparative analyses of information about current policies on inter-university enrollment. Next, an assessment of the general efficiency of these policies and the degree of existing or obtainable agreement among the institutions and their individual policies was performed. Following considerable correspondence and the circulation of several memoranda, including a draft memorandum of an agreement on cross-crediting, the representatives of the five participating universities reached agreement on principles and practices for cross-enrollment and cross-crediting. This report includes an executive summary of the study as well as a more detailed description of the methodology and findings, a discussion of the major issues involved, and strategies for further progress. References and copies of memoranda of agreement are appended. (Author/THC)

ED 268 652 EA 018 374

Barrow, Robin
The Concept of Curriculum Design.

PUB DATE- Jun 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Educational Assessment; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Epistemology; Fundamental Concepts; Values

This paper approaches the concept of curriculum design from a philosophical perspective, arguing that the concept of "design" in curriculum is fundamentally misleading. The paper begins with a series of comments questioning the assumption that curriculum design involves a set of discrete skills or procedures in which one may attain expertise, like skating, welding, or filling out a tax return. The concept of curriculum design is equivocal on the distinction between the intrinsic value and the practical success of a curriculum, with the result that questions of evaluation and implementation are often allowed to determine content, without adequate consideration of what is educationally worthwhile. Curriculum design is an open and flexible domain due to uncertainty and disagreement over ends, definitions, and cause and effect. Counterarguments are offered to four of the most commonly accepted assumptions behind the curriculum design concept: (1) that the ultimate aims of education are not the direct responsibility of the curriculum designer; (2) that curriculum design is an applied science; (3) that designing curriculum is a skill or set of skills; and (4) that there is a determinate list of things that a curriculum design should include. The most important omission from all curriculum textbooks is a rigorous examination of the aims and nature of schooling and education. (TE)

ED 268 666

EA 018 408

Preventing Dropouts. The Best of ERIC on Educational Management, Number 83.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 86

NOTE- 5p.

CONTRACT- 400-86-0003

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout Research; *Dropouts; Elementary Secondary Education; Interpersonal Competence; *Literature Reviews; Nontraditional Education; *School Effectiveness; Socioeconomic Status

Preventing dropouts is the main topic of the 12 publications reviewed in this annotated bibliography. A statistical analysis of dropouts in Portland, Oregon, revealed that the correlation by school was far greater than correlation by residential area. In another study, approximately 155 droputs were questioned and most believed that the school system had given up on them. Responses from 44 administrators of exemplary vocational education programs gave the highest rating for dropout prevention to students' self-concept development. Beck and Muia summarized the literature on dropouts and found the key factor to be the student's socioeconomic class. Programs that work in preventing dropouts are described in three publications. O'Connor studied 3 effective dropout programs and highlights 10 characteristics of effective programs, emphasizing such points as identifying potential dropouts earlier, and encouraging, rather than coercing, students to participate in special programs. Wehlage presents a set of guidelines for the marginal student. Mahood summarizes the cost to society of dropouts and recommends inschool suspension for disruptive students. The Sarasons report on an experiment in social skills training. Finally, a report summarizing the findings of a conference of high school administrators suggests that high school students be allowed the option of spreading their education over a longer period. (MLF)

ED 268 679

EA 018 422

Pullin, Diana

Minimum Competency Testing: A Review of the Case Law.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 15p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Black Students; *Civil Rights; Court Litigation; Disabilities; Due Process; Elementary Secondary Education; Equal Protection; *Graduation Requirements; *Minimum Competency Testing; Racial Discrimination; School Law; Student Rights; *Teacher Certification

IDENTIFIERS- *National Teacher Examinations; *Teacher Competencies

As of the fall of 1984, 40 states had by state mandate adopted some form of student minimum competency testing; 19 are or will be using test performance for the award of high school diplomas. In the other 10 states, local initiatives had implemented such testing programs on the school district level. Five states were using competency tests to determine grade-to-grade promotion. The primary challenges presented to date to determine the award of high school diplomas were filed as a result of the Florida Educational Accountability Act of 1976. Significant litigation concerning minimum competency testing of students has presented two primary sets of equal protection claims--those put forth on behalf of black students and those on behalf of "every student." Due process challenges to the use of competency tests and cases concerning handicapped students enrolled in special education programs have also arisen. In 36 states, some form of teacher competency testing has been mandated and all 14 of the other states are considering the addition of teacher competency test requirements. Litigation can be expected with equal protection and civil rights challenges. (MLF)

ED 268 708

EC 182 312

Betts, George T.

Autonomous Learner Model for the Gifted and Talented.

PUB DATE- 85
NOTE- 94p.; Presentation at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 1, 1985) was based on the document.
AVAILABLE FROM- Autonomous Learning Publications and Specialists, P.O. Box 2264, Greeley, CO 80632 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Divergent Thinking; Elementary Secondary Education; Enrichment; *Gifted; Independent Study; *Individual Development; *Models; Problem Solving; Seminars
IDENTIFIERS- Autonomous Learner Model for Gifted and Talented

The manual describes the Autonomous Learner Model for the Gifted and Talented (K-12), an approach to helping students become problem solvers through divergent and convergent thinking. Among basic principles of the model are emphases on self esteem, social skills, student interests, and broad-based content topics. Each of five dimensions of the model is analyzed: (1) orientation (understanding giftedness, group building activities, self-understanding, program opportunities and responsibilities); (2) individual development (learning skills, personal understanding, interpersonal skills, career involvement); (3) enrichment activities (explorations, investigations, cultural activities, service, adventure trips); (4) seminars; and (5) in-depth study. Sample worksheets and grading requirements are among items appended. (CL)

FL

ED 268 775 FL 015 559

Huttar, George, Ed.; Gregerson, Kenneth, Ed.
Pragmatics in Non-Western Perspective. Summer Institute of Linguistics Publications in Linguistics Number 73.
Summer Inst. of Linguistics, Dallas, Tex.; Texas Univ., Arlington.
REPORT NO.- ISBN-0-88312-001-1
PUB DATE- 86
NOTE- 203p.
AVAILABLE FROM- The Bookstore, Summer Institute of Linguistics, 7500 W. Camp Wisdom Road, Dallas, TX 75236.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- African Languages; Creoles; *Discourse Analysis; English; Form Classes (Languages); French; *Language Patterns; Language Research; *Language Styles; Malayo Polynesian Languages; *Pragmatics; Sociocultural Patterns; Sociolinguistics; *Speech Acts; *Uncommonly Taught Languages
IDENTIFIERS- Capanahua; Kalinga; Mampruli; Saramaccan; Tunebo; Usan; Walmatjari

A collection of essays on aspects of pragmatics in non-Western cultures includes these papers: "Social Rank and Tunebo Requests" (Paul Headland); "The Use of Reported Speech in Saramaccan Discourse" (Naomi Glock); "An Analysis of Illocutionary Verbs in Walmatjari" (Joyce Hudson); "Please Be Specific: A Functional Description of Noun-Marking Particles in Limos Kalinga" (Hartmut Wiens); "Self-Correction in Capanahua Narration" (Betty Hall Loos); "Being Negative Can Be Positive" (Ger P. Reesink); "Outline of a Practical Frame of Reference for a Sociolinguistic Analysis in an African Context" (Suzanne Lafage); and "Social Context and Mampruli Greetings" (Anthony Naden). (MSE)

ED 268 791 FL 015 607

Lehtihalmes, Matti; And Others
Speech and Language Disorders in a Dialysis Encephalopathy Patient and the Effect of Desferrioxamine and Reverse-Osmosis Water Treatment.
PUB DATE- 85
NOTE- 14p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biochemistry; Case Studies; Clinical Diagnosis; *Diseases; Language Fluency; *Language Handicaps; Neurolinguistics; *Neurological Impairments; Pronunciation; *Speech Handicaps; Stuttering
IDENTIFIERS- *Dialysis

Dialysis encephalopathy is a progressive neurological disorder occurring after long-term hemodialysis in some renal failure patients. Accumulation of aluminum in the brain is suspected as its cause, and the use of reverse osmosis of the dialysis water and administration of desferrioxamine to the patient have been successful in reducing the accumulation of aluminum. Typical communication disorders in patients with dialysis encephalopathy include forms of dysfluency, articulatory dysfunction, disorders of phonation and prosody, language deficits, and generalized neuropsychological disturbances, including dementia. A case study of one 48-year-old female patient found that the use of reverse osmosis and desferrioxamine stopped the progression of the disease and brought about a perceptible improvement of functions. It is also concluded that early and careful assessment of speech and language functions is important for the early detection and treatment of dialysis encephalopathy. (MSE)

ED 268 853 HE 019 218

Thompson, Chalmer E.; Sedlacek, William E.

A Profile of Incoming Freshmen at the University of Maryland, College Park, 1985. Research Report No. 13-85.

Maryland Univ., College Park. Counseling Center.

PUB DATE- 85

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Aspiration; College Choice; *College Freshmen; *Education Work Relationship; Enrollment Influences; Higher Education; Institutional Research; Occupational Aspiration; *State Universities; Student Attitudes; *Student Characteristics

IDENTIFIERS- *University of Maryland College Park

Results of the University New Student Census and the Mini Census completed by 1,984 freshmen entering the University of Maryland, College Park (UMCP), are presented. The sex distribution of incoming freshmen was 51% male and 49% female. The majority of the sample was White (81%), while 9% were Black, 8% Asian, and 1% Hispanic. Thirty-seven percent of the students believed that the most important educational objective was learning skills directly applicable to their career goals. Nineteen percent of students reported that their most important educational objective was to learn as much as they could about several fields of study. Thirteen percent reported that deciding on a career goal was most important. Twenty-six percent strongly agreed that they expect to have a hard time adjusting to their academic work, while 36% were neutral on this item. In discussing their main reason for deciding to attend UMCP, 34% reported that UMCP offered the kind of academic program they wanted; 24% reported that they wanted to be close to home, and 14% reported that they wanted to attend an inexpensive university. Also investigated were: activities that interested students, career interests, study habits, library use, interest in educational/vocational counseling, and social/political attitudes. (Author/SW)

ED 268 964 IR 012 022

Amburgey, Valeria, Ed.; Olivier, Terry A., Ed.
Proceedings for the 4th Annual Micros on Parade Conference (4th, Houston, Texas, June 7-8, 1985).
Education Service Center Region 4, Houston, Tex.
PUB DATE- Jun 85
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Education; *Computer Assisted Instruction; *Computer Graphics; *Computer Literacy; *Computer Software; Elementary Secondary Education; *Microcomputers; Program Descriptions; *Programing; Programing Languages; Teaching Methods
IDENTIFIERS- LOGO Programing Language

This document contains 25 presentations on five broad topics: the interface of computers with instruction; computer applications; computer graphics; computer programming; and general interest sessions. A foreword by Dr. Valeria Amburgey of Sam Houston State University precedes the following papers: (1) "Fourth and Fifth Grade Computer Centers Soliciting & Utilizing Computer Volunteers" (Susan Wethington); (2) "Apples in the Classroom" (outline only, Dorothy MacDonald and Joann Nelson); (3) "Implementing LOGO in the Elementary Computer Lab" (Joan Brummett); (4) "LOGO--Graphics and Beyond" (Frank Matthews); (5) "LOGO Graphics Work in Apple LOGO, and Can Be Saved on Video with Sound Added" (Peggy Hill); (6) "Story Grammar at the Computer: Models and Process" (Peggy Hill); (7) "Competitive Math Teaching Strategies Using the Computer" (Gaye Russell); (8) "Side Stepping the Essential Elements" (Dena Bankston); (9) "Computer Literacy for the Small Community" (Pam Wood); (10) "Trials and Tribulations of Computer Literacy" (handout, Rita Depree); (11) "Word Processing: A Tool for Learning" (Martha Lawrence); (12) "Welcome to the Big Apple! Appleworks" (Pamela Cho); (13) "Understanding Database Management" (Terry A. Olivier); (14) "Graphic Software: Which Ones to Purchase and How to Use Them" (Gerald Pollard); (15) "Introducing PASCAL through Karel the Robot" (Dell Simon); (16) "Using LOGO to Program Karel" (Nancy Siragusa); (17) "Manipulating the Character Generator" (Betty Carter, Barbara Edwards, and Ken Ismert); (18) "Manipulating Memory on the Apple II Computer" (Jeffery W. Bloom); (19) "Interactive Video and Graphic Special Effects" (Lois E. Gordon Mosely); (20) "Effective Use of Computers in the Science Classroom" (Jeffery W. Bloom); (21) "Hands-On in the Science Classroom" (Nan Porter); (22) "The Rib Strikes Back: Countering Gender Inequities in Computer Use (Danna Fertsch and James R. Aman); (23) "The Home Connection" (Mark Sullivan); (24) "The Computer in the Christian Environment" (Bill Cobb); and (25) "Teaching Junior High Computer Literacy: The Texas Basic in the Summer" (Debbie Roberts). A list of reference books and computer magazines available through the Region IV Education Service Center is included. (THC)

ED 268 978

IR 012 041

Lai, Kwok-Wing
The Applications of Computers in Education in Developing Countries--with Specific Reference to the Cost-Effectiveness of Computer-Assisted Instruction.
PUB DATE- Jun 83
NOTE- 140p.; M.Ed. thesis, Queen's University, Kingston, Ontario, Canada. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Cost Effectiveness; *Developing Nations; *Instructional Effectiveness; *Microcomputers; Questionnaires; Secondary Education; Tables (Data); Technological Advancement
IDENTIFIERS- *Mexico

Designed to examine the application and cost-effectiveness of computer-assisted instruction (CAI) for secondary education in developing countries, this document is divided into eight chapters. A general introduction defines the research problem, describes the research methodology, and provides definitions of key terms used throughout the paper. Chapter 2 discusses the nature of CAI, including its instructional capabilities and its cost-effectiveness. Chapter 3 provides a review of the literature on the effectiveness and costs of a CAI system in the developed countries. A general description of some educational problems in the Third World, with specific reference to educational poverty, is provided in chapter 4, and chapter 5 discusses the applications of computers in the developing countries. This is followed in chapter 6 by cost estimates for a CAI system as used in a Mexican secondary school. A discussion of the appropriateness of CAI in the developing countries comprises chapter 7, while the last chapter summarizes the research project and lists nine conclusions and five recommendations. Selected references, a sample questionnaire and cover letter, a list of computer manufacturers, and the

categorization of selected developing countries by level of computer activity are provided. (JB)

ED 268 991 IR 012 058

Digranes, Jo Lynn Autry

A Look at High School Students and Computers: An Observational Study.

PUB DATE- 85

NOTE- 58p.; Paper presented at the Rocky Mountain American Educational Research Association (Las Cruces, NM, October 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Differences; Interpersonal Relationship; Interviews; *Microcomputers; *Naturalistic Observation; Programing; Qualitative Research; Research Methodology; Secondary Education; *Sex Differences; Student Attitudes; *Student Behavior; Student Subcultures; Teacher Student Relationship; Teaching Methods

A participant observation study was conducted to address socialization, cultural, and values questions related to high school students' interactions with microcomputers. Specific issues addressed included: (1) student social patterns in microcomputer interactions; (2) cultural and sex differences in microcomputer interactions; and (3) student affective responses to microcomputers. Observational study occurred in beginning programming classes and free computer lab periods (before and after school and during lunch) for a period of one semester; student interviews were also used to collect data. Results substantiate previously reported gender differences in enrollment in advanced classes and use of the microcomputer lab outside class time, with the males predominating in those areas. Although female enrollment equaled that of the males in the introductory level of programming classes, they did exhibit less interest in computer classes, computer use, and computer careers than the males. In addition, the males in gender-mixed groups tended to dominate the keyboard for both typing and input of data. There was a great deal of interaction, primarily academic in nature, related to microcomputers: student-to-student, student-to-teacher, and student-to-microcomputer. Generally, the interaction was open in the classes, but in the noon lab, student-to-student interaction was more evident between/among the "regulars." It is noted that the computer itself is an interactive medium, and that the class structure and student preference for working in pairs/groups further stimulated interactive behavior. A list of references is provided. (JB)

ED 269 004 IR 012 093

Muhlstein, Eleanor A.; Croft, Doreen J.
Using the Microcomputer to Enhance Language Experiences and the Development of Cooperative Play among Preschool Children.
De Anza Coll., Cupertino, Calif.
PUB DATE- Jan 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Childrens Games; Classroom Observation Techniques; Cooperation; *Language Acquisition; Language Usage; *Microcomputers; *Play; *Preschool Children; Preschool Education; Research Methodology

Current interest and controversy about the use of microcomputers with young children led to a study of 13 3- to 5-year-old girls and boys enrolled at the De Anza College Child Development Center in Cupertino, California. Designed to determine the effectiveness of the computer in enhancing language experiences and development of cooperative play among preschool children, the study used guidelines intended to maximize the children's participation in social and cooperative play behavior while at the computer. Subjects were videotaped for 6 consecutive weeks as they played at either an Apple IIe microcomputer or two of four non-computer activities: playdough, blocks, art with coloring pens, or a fishing game. Counts were made of language events and cooperative play among the children in both computer and non-computer activities. The results of the study indicate that language activity, measured as words spoken per minute, was almost twice as high at the computer as at any of the other activities. Frequency of cooperative play at the computer and fishing game were comparably high--96% and 98% respectively. Cooperative play at blocks was 27%, at playdough, 14%, and at coloring pens, 8%. Although cooperative play at the computer was slightly lower than at the fishing game, the computer was the only activity that resulted in high levels of both language development and cooperative play simultaneously. Appendices contain a summary of the guidelines and procedures used for the study, a form for evaluating software, and tables and figures. (JB)

ED 268 759

EC 182 363

Hertz, Lorraine, Ed.

Handbook for Teachers & Coordinators of Classes & Programs for Gifted & Talented Students.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- 82

NOTE- 43p.; Prepared by the Advisory Council for the Gifted.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; *Gifted; Parent School Relationship; *Program Administration; *Program Development; *Program Implementation; Talent

The handbook is intended as a guide to help teachers and coordinators in programs for gifted and talented students. Sections present situations and suggestions for action in the following topic areas with sample situations: school administration (refusal of district administration to apply for state aid); coordination responsibilities (request by a student to drop out of the program); individual problems observed in gifted students (parental request for early kindergarten entrance for their child); classes of gifted students (arrogant attitudes toward students not in the class); gifted students in regular classes (use of a self-managing reading group program); parents (parental anxiety); and community (promotion of the idea that gifted education is elitist). (CL)

ED 268 807

FL 015 634

Woodruff, Margaret S.
Activities and Games for Foreign-Language Learning.
PUB DATE- 78
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; Annotated Bibliographies; Associative Learning; *Behavioral Objectives; *Class Activities; Classification; Difficulty Level; *Educational Games; *Instructional Materials; Pronunciation; Realia; *Second Language Instruction; Simulation; Spelling

This guide consists of 156 language games and class activities. It is a compilation of the activities used in a first-year German course at the University of Texas at Austin. Each activity is described by level of student experience and within one of three overall categories: materials used (objects, props, cards, pictures, stories), objectives (getting acquainted, sequence, time, alphabet/spelling, pronunciation, numbers), or techniques (commands, guessing, simulating, categorizing, associating). An introductory section discusses strategies and techniques for the use of games to stimulate student participation, and a brief annotated bibliography of related publications is appended. (MSE)

ED 268 726

EC 182 330

Gil, Linda L.

Preservice, Inservice Ongoing Training of Personnel in Mainstreamed Programs.

Northwest Center Child Development Program, Seattle, WA.

PUB DATE- 85

NOTE- 9p.; For related documents, see EC 182 331-333.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disabilities; Early Childhood Education; Infants; Inservice Teacher Education; Interdisciplinary Approach; *Mainstreaming; Preservice Teacher Education; *Staff Development; Teamwork

The paper describes training of staff in a mainstream program for children 4 months through 5 years of age. Approximately 40% of the 105 children have one or more handicapping condition. The program provides training via a competency model. Preservice training is delivered to a new employee when entering the program by teams made up of the program director, family services coordinator, office manager, outreach specialist, nurse, and a classroom teacher representative and addresses such topics as time management, personnel issues, data collection and recordkeeping. Inservice training based on assessment of needs and strengths, features outside presenters as well as in-house staff. Ongoing training features off-site conferences and seminars on topics chosen by individual staff members. (CL)

ED 268 742

EC 182 346

Marlowe, Mike

Exposure to Metal Pollutants and Behavioral Disorders in Children: A Review of the Evidence.

PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Disorders; *Environmental Influences; *Etiology; Lead Poisoning; *Metals; Neurological Impairments; Physical Environment; Research Problems
IDENTIFIERS- *Pollutants

The paper reviews research on effects of metal pollutants on behavioral disorders in children. Methodological programs of studies conducted in the 1970's are described. Research since 1980 is then addressed in terms of general population studies and studies of behaviorally disordered populations. Findings of research on the latter subject group are examined in criteria for establishing causative relationships: (1) strong associations; (2) consistency of the observed association; (3) dose-response relationships; and (4) biological plausibility. It is concluded that, despite methodological flaws, the studies show an association of behavioral deficits with low or moderate metal levels. A reference list containing 61 entries concludes the report. (CL)

ED 268 823 FL 015 663

Nattinger, James R.
Lexical Phrases, Functions and Vocabulary Acquisition.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Tri-State Teachers of English to Speakers of Other Languages (Bellevue, WA, November 14-16, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Language Patterns; *Language Processing; Language Research; Linguistic Theory; Pattern Drills (Language); *Phrase Structure; Second Language Instruction; *Vocabulary Development

The position this paper assumes views vocabulary not as single words but as phrases, sentences, and sometimes entire segments of discourse that act as single words. This view of vocabulary would be helpful in: (1) bringing the vocabulary aspect of instruction in English as a second language (ESL) closer to current research in language performance, (2) connecting communicative language teaching and notional functional grammar, and (3) learning the grammatical system of a language. Segments of language of varying length are called formulaic or prefabricated speech. Like individual words, they are stored in memory as units. First language acquisition research that views them as early units of language acquisition suggests that they may be used in second language learning to make storage and retrieval more efficient. Methods for teaching lexical phrases include analysis and creation of variations after a segment is learned, much as a first language is learned; and designing lessons that treat a single, predictable situation focusing on some communicative need and offering a few simple lexical phrases for dealing with that interaction, providing a routinized lexical framework for discourse. Further research into the timing of introduction of controlled variation is needed. (MSE)

ED 268 838

FL 015 683

O Cuilleanain, Cormac

The Teaching of Literature.

PUB DATE- 86

NOTE- 9p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; *Classroom Techniques; Comparative Analysis; *Educational Strategies; *Instructional Materials; Literary Genres; Literary Styles; *Literature Appreciation; Media Selection; Second Language Instruction

Literature is authentic language, written with unusual care, skill, and language awareness. It is useful for teaching culture and civilization, but equally useful for teaching basic elements of language: grammar, vocabulary, rhythms, and registers. Literary skills are also widely used in everyday situations, with sophisticated literary techniques used in such a pervasive medium as advertising. Exercises in grouping words or grammatical categories in literary works, as in a poem, are easily undertaken in the language class and can uncover hidden layers of meaning. Other techniques include removing words or the title or jumbling the order of a poem's lines and asking students to supply the missing parts. Stylistic variation can be examined by using different means of comparing the same thing or person, as in a newspaper article versus a poem. Teachers must consider what kinds of texts to use, the best type of exercise for the medium, the kinds of introductory or comparative materials to use, specific advantages of the genres, and the placement of literature in the language syllabus. Variation in quality and register is desirable in choosing literary texts for the classroom. (MSE)

ED 268 867

HE 019 232

Jackson, Gregory A.
MISAA, The Fall of Saigon, and College Choice, 1972 to 1980. ASHE 1986 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Feb 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; College Choice; Decision Making; *Enrollment Influences; *Enrollment Trends; Higher Education; *High School Graduates; Longitudinal Studies; *Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES); Middle Income Student Assistance Act; National Longitudinal Study High School Class 1972; Vietnam War

Changes in high school graduates' college choices between 1972 and 1980 were investigated, with attention to the importance of different enrollment influences and the distribution of these influences. Analysis of the National Longitudinal Study (NLS) of the High School Class of 1972 and the High School and Beyond (HSB) surveys revealed that 46.4% of the NLS subsample attended two- or four-year colleges in the fall of 1973, compared to 46.0% of the HSB subsample. The data suggest that high school seniors decided whether to enter college in 1980 much as they had in 1972, which means that the Middle Income Student Assistance Act and the end of U.S. involvement in Vietnam had no substantial effect on students' decisions. The effect on college attendance of the following high school graduate attributes were assessed: race (Black/Hispanic), sex, geographic region, local cost in 1980 dollars, parents' education, family income in 1980 dollars, test scores, grades, academic programs, college-going peers, and receipt of financial aid. The strongest zero-order correlates of college entry in both 1972 and 1980 were academic track placement, test score, college-going peers, and grades. Bivariate regression coefficients corresponding to the correlations were also determined. (SW)

ED 268 894

HE 019 259

DiBiasio, Daniel A.

Higher Education under Study: A Comparative Analysis of Six Statewide Reports. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advisory Committees; *Blue Ribbon Commissions; Centralization; *Change Strategies; Comparative Analysis; Decentralization; Economic Development; Educational Finance; Governance; *Government School Relationship; *Higher Education; Planning Commissions; Program Evaluation; Public Colleges; Reports; School Size; *State Colleges; State Government; *Statewide Planning

IDENTIFIERS- Arkansas; *ASHE Annual Meeting; Colorado; Maine; Michigan; Nebraska; New York

Recommendations of six state reports that addressed issues confronting state governments and public higher education in the last 2 decades, as well as some new issues, are considered using content analysis. The reports were prepared by formal study commissions in the following states: Arkansas, Colorado, Maine, Michigan, Nebraska, and New York. In addition to briefly reviewing related literature, the recommendations are categorized, and new trends in the relationship between the state and higher education are identified. The potential impact of the recommendations on flagship universities are also assessed. The 301 recommendations are grouped into 18 categories, of which those most represented in the reports are: program review, finances, governance, size and scope, and economic development. For each of the 18 categories, tables indicate the frequency of the recommendations found in the six reports, and the distribution of the categories by state. The following conclusions are offered: many of the issues affecting statewide governance have persisted over time; new issues are found; both increased centralization and decentralization are recommended; flagship universities are likely to benefit from recommendations aimed at differentiation; and governors are becoming more active in higher education issues. Four pages of references are included. (SW)

ED 268 922 HE 019 290

Medicare: Documenting Teaching Physician Services Still a Problem. Report to Congressional Committees by the United State General Accounting Office.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-HRD-86-36

PUB DATE- Jan 86

NOTE- 45p.; Appendix I may not reproduce well.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each; quantity discounts for 100 or more).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compliance (Legal); Costs; *Federal Programs; Federal Regulation; *Health Insurance; Higher Education; Information Needs; *Medical Services; Patients; *Physicians; Program Administration; Program Evaluation; *Teaching Hospitals

IDENTIFIERS- General Accounting Office; Health Care Financing Administration; *Medicare; Social Security Act

Amounts billed for teaching physician services and paid by Medicare carriers were reviewed by the General Accounting Office (GAO) to determine whether such payments had been made only where the physicians had satisfied the requirements of the Social Security Act. Attention was focused on the requirement that teaching physicians must provide a personal and identifiable service to Medicare patients. To assess whether requirements were being met, GAO reviewed patients' medical records for randomly selected samples of Medicare patients from 10 hospitals and 9 states and additional information provided by hospitals. The review covered 8,917 services provided to 1,165 patients. GAO reviewed fee-for-service billings by teaching physicians for inpatient and outpatient services. Documentation for about half of the services, representing about 25% of the amount Medicare allowed, did not show whether the physicians had provided a personal and identifiable service. The inadequately documented services usually involved high-volume, low-cost services such as daily visits. The adequacy of Medicare documentation criteria and monitoring for compliance with Medicare requirements were addressed. Regulations being developed by the Health Care Financing Administration to implement new requirements are noted. Comments from the Social Security Administration and the Department of Health and Human Services are appended. (SW)

ED 268 936 HE 019 304

Dickey, Ann K., Ed.
Promoting Excellence through Information and Technology. General Session Presentations of the Anniversary Forum of the Association for Institutional Research (25th, Portland, Oregon, April 28-May 1, 1985).
Association for Institutional Research.
PUB DATE- 86
NOTE- 46p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Quality; *Higher Education; *Information Science; Institutional Characteristics; *Institutional Research; *Technological Advancement; Values
IDENTIFIERS- *Association for Institutional Research; *Excellence in Education

The evolving profession of institutional research as it exists in 1985, historical antecedents, and ideas about possible futures are presented in two addresses, a panel discussion, and an awards program from the Association for Institutional Research's annual forum. In "Promoting Excellence: Pursuing the Challenge of Quality," Burton R. Clark outlines points about the American higher education system that strongly affect institutional behavior, and considers excellence in different types of colleges, as well as different emphases and values within higher education, and the question of whether excellence can be pursued in all of them simultaneously. Excellence for the system as a whole is also addressed, in view of decentralization and diversification, and the localization of the search for excellence. James A. Ogilvy's paper, "The Changing Environment: Challenges for Higher Education," considers the effects of new technologies on higher education, and specifically the metaphysics of information and the relationship between information technologies and values. The presidential panel presentation is entitled "Institutional Research in Transition: Proliferation or Professional Integration" and involves: Mary E. Corcoran, Richard B. Heydinger, Frank A. Schmidtlein, Bernard S. Sheehan, Marvin W. Peterson, and Cameron L. Fincher. (SW)

ED 269 019 IR 051 496

Bowden, Virginia M.; And Others

Comparative Analysis of Monographic Collections in Nursing.

PUB DATE- 31 Jan 85

NOTE- 67p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; *Cataloging; Comparative Analysis; Higher Education; *Library Collection Development; *Library Collections; Library Cooperation; *Medical Libraries; *Nursing; Nursing Education; *Periodicals; Union Catalogs

The results of a project comparing the nursing monograph collections of academic health science center libraries in the Southwest are reported. Records for nursing monographs from the TALON (South Central Regional Medical Library Program) Union Catalog of Monographs from 1977-1983 were analyzed to reveal the distribution by year, publisher, and subject of titles cataloged during that time period. Overlap between library collections was analyzed showing that overlap does increase over time. The effects upon overlap of both cataloging practices of individual libraries and the number of years of cataloging studied are discussed. Various methodologies used for overlap studies are compared, and implications of the results of the study for academic nursing collections are discussed from the viewpoints of the nursing faculty, the student user, and the librarian. (Author/THC)

ED 268 625

EA 018 337

Using Data and Information Systems to Support School Improvement and Accountability. Conference Proceedings (Portland, Oregon, October 31-November 1, 1985).

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 224p.
CONTRACT- 400-83-0005-P-15
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Databases; Data Collection; Decision Making; *Educational Change; Educational Improvement; Elementary Secondary Education; *Information Needs; Information Services; Information Systems; *Information Utilization; State Programs
IDENTIFIERS- Alaska; California; Hawaii; Oregon; Pittsburgh School District PA; Washington

This report comprises edited versions of the presentations from the 17 participants in a conference under the sponsoreship of the Northwest Regional Educational Laboratory. The conference was designed to enable policy-makers, educators, and business people to share perspectives on the most effective methods for identifying and collecting data that can be used in both regional and local efforts to improve the planning, implementation, and evaluation of educational reforms. The participants and their topics were: Dean Mosier on "A Business Council's Needs for Education Data"; Martha Darling on "Business Perspectives on Using Data for Improvement and Accountability"; Don Egge on "State Perspectives on Using Data for Improvement and Accountability"; Michael Kirst on "Policy and Research Issues in Using Data to Promote School Reforms"; Francis Hatanaka on "Developing State, District, and School Objectives from School Profiles"; Harvey Crommet, Ichiro Fukumoto, Wayne Neuburger, and Stephen J. Slater in four separate presentations on "State Activities in Developing School Profiles, Data Bases, and Indicators"; Dennis Deck on "The High School and Beyond Database: Local, State, and National Perspectives"; Donald Holznagel on "The Feasibility of Regional Databases"; William Cooley on "Using Data Systems to Support a District's Evaluation and Improvement Efforts"; Bob Blum on "Profile Development and Goal Setting for School Improvement Leadership Teams"; Michael Brott and Milton Snyder in separate presentations on "District Use of Data to Support School Improvement"; Bob Hammond on "District Use of Data to Support Basic Skills Program Improvement"; and Matthew Prophet on "The Role of Evaluation and Assessment Data in Managing a Large District." Charts and diagrams used during the presentations are reproduced. (PGD)

ED 268 639 EA 018 357

Ascik, Thomas R.
Judicial Rationale for Individual Aid Is Growing: "Witters" Decision.
Clearinghouse on Educational Choice, Arlington, VA.
PUB DATE- Feb 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blindness; *Court Litigation; Educational Policy; Elementary Secondary Education; Government School Relationship; Postsecondary Education; Private School Aid; Religious Education; *School Choice; *School Law; *State Church Separation; State Legislation; State Programs; Theological Education; Vocational Education
IDENTIFIERS- Mueller v Allen; Supreme Court; *Witters v Washington Dept of Services for Blind

This newsletter consists primarily of a legal review of the Supreme Court decision in "Witters v. Washington Department of Services for the Blind" (January 27, 1986), in which unusually clear guidelines are set forth for a constitutionally acceptable program of educational assistance that may include parents whose children attend religious schools. In "Witters," a unanimous Supreme Court relied on the three-part purpose-effect-entanglement test to contend that a Washington State program for vocational aid to the handicapped had a clearly secular purpose, regardless of whether recipients of that aid used it to attend a religious school. This case is reviewed in the context of "Mueller v. Allen" (1983), which upheld a Minnesota law allowing an income tax deduction for tuition, textbooks, and transportation expenses incurred in the education of all elementary and secondary school students--public, private, or private/religious. An emerging standard is outlined based on seven rationales provided by Justice Marshall for approving the Washington program in "Witters." The Supreme Court will not accept any attempts by states to directly support religious schools or teachers, but it will attend primarily to the actual purpose served by any legislative plan that directly or indirectly includes religious schools. It is concluded that these two cases provide strong judicial precedents for an educational policy that emphasizes the needs and rights of individuals (including parents and family), rather than institutions. A brief column, "Notes and News," is also included in the newsletter. (TE)

ED 268 694

EA 018 467

Mandes, Carolyn P.; And Others

Essential Skills in the Elementary and Middle School: Parental Priorities.

PUB DATE- 24 Feb 86

NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of Laboratory Schools (Chicago, IL, February 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; *Attitude Measures; Elementary Education; Homework; Opinions; Parent Aspiration; *Parent Attitudes; Parent School Relationship; *Questionnaires; *Surveys

IDENTIFIERS- Likert Scales

This study undertook to identify parental perceptions of variables related to their child's education and to determine differences in perceptions of groups of parents categorized by grade level, race, and sex of the child. Survey questionnaires were distributed to parents of the students at Marvin Pittman Laboratory School, a K-8 school with 457 students. The instrument included items related to background variables, educational expectations rated on a Likert-type scale (from "extremely important" to "not important"), a ranking of curricular subjects in order of importance, preferences for homework time allotment and instructional grouping arrangements, and one open-ended item eliciting additional questions or comments. Results indicate that these parents place higher importance on classroom behavior, study skills, cooperation with adults, and problem-solving than on standardized tests, computer knowledge, leadership, or table manners. Highest ranking curriculum subjects were reading, arithmetic, grammar, and spelling, while lowest ranking subjects included French, industrial arts, home economics, and typing. Statistically significant differences were recorded between perceptions of parents categorized by grade level, race, and sex. Specific findings are presented in 13 tables, and the survey instrument is appended. (TE)

ED 268 776

FL 015 561

Woytak, Lidia
Notions Catalog. Polish Functional Grammar.
PUB DATE- Jan 86
NOTE- 243p.
LANGUAGE- English; Polish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catalogs; Directories; *Morphology (Languages); *Notional Functional Syllabi; Phonology; *Polish; Reference Materials; Second Language Instruction; Semantics; *Surface Structure; Syntax; Vocabulary

The Polish notions catalog systematizes a variety of informational codes used in Polish, resulting in lists of notions, each presented from a structural perspective. Where applicable, they are accompanied by a morphological component, structural chart, semantic description, frequentative expressions, and related vocabulary items. The notions include: addition, additional lexical component, address, agent, approximation, cause, choice, classification, communication, comparison, condition, contrast, description, direction, goal, location, manner, means, modality, motion, negation, object, origin, personal activities, possession, prevention, quantity, recipient, reference point, result, route, sequence, state, subjectivity, substance, theme, and tool. Appended materials include basic phonological data, morphological charts, and displays of syntagmatic relations. A 10-page bibliography concludes the catalog. (MSE)

ED 268 792 FL 015 608

Lempinen, Maire; And Others
Language Impairment in Alzheimer's Disease and Vascular Dementia.
PUB DATE- 85
NOTE- 5p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; Comparative Analysis; *Language Handicaps; *Memory; *Neurolinguistics; *Semantics; *Vocabulary Skills
IDENTIFIERS- *Alzheimers Disease; *Vascular Dementia

A study of 21 patients with Alzheimer's Disease and 25 with vascular dementia, the two most common forms of dementia, investigated language impairments in the dementia syndrome to see if analysis of language disturbances is helpful in differential diagnosis. Diagnostic assessment included a neurological examination, detailed medical history, screening laboratory tests, an investigation of the cerebrospinal fluid, a Luria-based neuropsychological test battery, analysis of language impairment, electroencephalography, and computerized tomography. Language testing included the Token Test and Short Aphasia Examination. The Alzheimer group, as a whole, had a slightly higher degree of dementia. All the functions tested were impaired in both dementia groups, although the degree of impairment was more severe in all areas in Alzheimer's disease. The language impairment correlated very significantly with the severity of dementia in both groups. It is concluded that different areas of language functions are affected in early Alzheimer's disease and vascular dementia, and in some patients, analysis of language might be helpful in a differential diagnosis of dementia. (MSE)

ED 268 881 HE 019 246

Bentley, Richard; Balz, Frank

Trends in Corporate Voluntary Gift and Tax Support to Higher Education. ASHE 1986 Annual Meeting Paper.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Feb 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Corporate Support; Donors; *Financial Policy; Higher Education; Private Colleges; *Private Financial Support; Public Colleges; Public Policy; *School Business Relationship; State Colleges; *Tax Credits; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting

Patterns of corporate voluntary gift and tax support to colleges and universities are examined for 1965-1984, based on data from the Council for Financial Aid to Education. Growth in corporate gifts are compared with changes occurring simultaneously in tax-generated corporate support. Also considered are differences in corporate funding patterns between public and private institutions, growth of corporate gift support to public institutions, and changes in the share of corporate funding that goes to higher education indirectly through state and local government funding. Policy implications related to the rise of corporate support to higher education are also addressed. Findings indicate that corporate gifts are growing at a quicker pace than either corporate tax of foundation gift support. At the same time, taxes still make up the largest share (about 89%) of total corporate support. Of the total $4.7 billion in voluntary gift support to colleges and universities in 1983-1984, $1.1 billion, or 22.7%, was corporate giving. In 1983-1984, corporate gifts surpassed foundation gifts for the first time. Data are provided on: voluntary support as a percentage of institutional expenditures, 1965-1984; corporate and foundation voluntary support per headcount student; and corporate support per full-time equivalent student. (Author/SW)

ED 268 908

HE 019 275

Selby, David

Comments on Possible Policy Research Uses of Four Major Longitudinal Data Bases.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.

PUB DATE- Mar 77

NOTE- 88p.

CONTRACT- 300-76-0026

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Aspiration; *College Attendance; Databases; Economic Factors; Education Work Relationship; Employment Experience; Family Income; Graduate Surveys; *High School Graduates; *Longitudinal Studies; National Surveys; Outcomes of Education; *Policy Formation; Postsecondary Education; *Research Problems; Sample Size; Sampling; Student Attitudes; Student Interests; *Vocational Followup

IDENTIFIERS- National Longitudinal Study High School Class 1972; National Longitudinal Study Labor Market Ex; *National Longitudinal Surveys; Panel Study of Income Dynamics; Project TALENT

Ways that data from four major longitudinal surveys can be used in postsecondary education policy analysis are discussed: the National Longitudinal Survey of Labor Market Experience (NLS-LM), Project TALENT, the Panel Study of Income Dynamics (PSID), and the National Longitudinal Study of the High School Class of 1972 (NLS-HS). The potential use of NLS-LM, TALENT, and PSID as alternatives for or complements to NLS-HS is also addressed. After describing the data collected by each survey, attention is directed to the possible relevance of the survey to research tracing the progress of youths after high school. The surveys are compared concerning information content, sample sizes, sampling, and the problem of data obsolescence. It is suggested that researchers have ignored much of the policy-relevant information available in these four databases by relying chiefly on static analysis and a fairly narrow range of topics: who goes to college or what kind of college, occupational/earnings outcomes, and factors affecting educational attainment. Ways of expanding the scope of research and analysis are suggested. Technical features and peculiarities of content that are likely to affect the use of the surveys for policy research are also identified. (SW)

ED 268 950 IR 012 004

Anastasio, Ernest J.; Wilder, Gita Z.

Is Computer-Based Instruction Ready to Move into the Home?

PUB DATE- Jun 84
NOTE- 23p.; Paper presented at the Conference on Computers in the Home--New Opportunities and Challenges for Education sponsored by the National Institute of Education. (Washington, DC, June 7-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Access to Education; Attitude Measures; *Computer Assisted Instruction; *Educational Television; Elementary Secondary Education; Futures (of Society); Higher Education; *Home Study; *Instructional Effectiveness; *Literature Reviews; Meta Analysis; Research Methodology; Student Attitudes
IDENTIFIERS- Computer Equity; Learner Control; PLATO; TICCIT Computer System

This paper discusses the effects of the instructional use of computers and projects possibilities for their home use. Following a brief introduction, exemplar studies of two computer assisted instruction programs--TICCIT and PLATO--are described. The TICCIT study contrasted the performance of over 5,000 community college students in classes taught primarily by computer with the performance of similar students from lecture/discussion sections of the same courses. The PLATO evaluation included both a large scale demonstration with approximately 4,000 students in community colleges and a smaller demonstration with 1,000 students in elementary classrooms. Research methodologies and findings are given for each study. A 4-year longitudinal study of the uses of CAI for compensatory education in the elementary grades that was conducted in Los Angeles is also described. Several literature reviews and meta analyses are then presented which examine the educational uses of computers and learner control in computer-based education. Comparisons are drawn between the instructional effectiveness of computers and educational television, and supportive findings are presented from evaluations conducted during the early years of "Sesame Street" and "The Electric Company" to determine their educational value. Studies which examine computer equity issues are also reviewed. A brief discussion of new challenges and problems for the educational establishment that will result from computer-based instruction in the home concludes the paper. (JB)

ED 268 709 EC 182 313

Fichten, Catherine S.; And Others
Professor-Physically Disabled College Student Interaction: Scoring Manual.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Evaluation Methods; Foreign Countries; *Interaction; *Interpersonal Relationship; *Physical Disabilities; *Teacher Student Relationship
IDENTIFIERS- Canada

The manual presents an empirically based scoring system to evaluate interactions between college students with physical disabilities and their professors. It specifies 28 situations involving physically disabled students and professors along with 196 reasonably common behaviors in each of these situations (with frequency and social appropriateness values). Situations are grouped into seven categories: general issues, class activities, time issues, personal issues, third person, special consideration, and grading issues. Frequency scores are based on the mean of the professors' and students' ratings, with social appropriateness ratings made by students and professors provided separately for each behavior on 10 point scales. Behaviors are grouped into those initiated by students and those initiated by professors and presented in rank order of frequency. A description of the development of the scale methodology concludes the document. (CL)

ED 268 808 FL 015 635

Van Iten, Helga B.
Alternative Approaches to Intensive Language Refresher Workshops for High School Teachers.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Kansas City, KS, April 11-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Inservice Teacher Education; *Intensive Language Courses; Language Skills; *Language Teachers; Professional Development; *Program Development; Secondary School Teachers; *Workshops

This paper presents suggestions for increasing the effectiveness of intensive language workshops designed to upgrade and reinforce the language skills of high school foreign language teachers. Once the decision has been made to organize a workshop, the following steps might be taken: identifying the range of needs and interests of the teacher-participants, including the objectives of their home programs; establishing specific workshop objectives and selecting an organizational format from among several; structuring opportunities for teacher interaction; evaluating the teachers' language skills from writing samples, pre-workshop questionnaires, and interviews; and preparing for a workshop evaluation through participant surveys and comparison of pre-and post-workshop writing samples. A sample evaluation form is included. (MSE)

ED 268 653 EA 018 376

Space Guidelines for Planning Educational Facilities. Planning for Education.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- Dec 84
NOTE- 22p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Environment; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; *Facility Requirements; *Space Utilization; State Legislation
IDENTIFIERS- *Oklahoma

In 1983 the Oklahoma Legislature adopted facility guidelines for the purpose of defining, organizing, and encouraging the planning of adequate environments for education. The guidelines contained in this booklet have been designed to allow for the requirements of all Oklahoma school districts regardless of size or educational program. The guidelines are arranged under the following categories: instructional spaces, auxiliary spaces, and service and structure spaces. Preliminary space planning guidelines for calculating net and gross footages for school buildings are listed for elementary schools, middle schools/junior high schools, and high schools. Space requirements for specific instructional spaces follow for each of the three levels by student capacity, square feet per student, acceptable minimum total net area in square feet, and recommended total net area in square feet. Acceptable minimum and recommended site development and site planning guidelines follow. Requirements for overall play activity sites, fixtures, and toilet fixture guidelines conclude the publication. (MLF)

ED 268 680 EA 018 423

Phay, Robert E.
Arbitrary and Capricious Nonrenewal Decisions.
National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85
NOTE- 12p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; *Contracts; *Court Litigation; Due Process; Elementary Secondary Education; Instructional Improvement; *Probationary Period; School Law; State Legislation; *Teacher Dismissal

This chapter discusses the question, To what degree is the school board limited by the requirement that it not be arbitrary or capricious in deciding not to renew a probationary teacher? When teachers have been notified that their employment contracts will not be renewed, they are responsible for initiating a review of the decision. If the school has a procedure for internal review, the employee must request this review before seeking judicial review. Cases are cited that show that the courts have found a nonrenewal "arbitrary and capricious" if it is made in bad faith, is based on the teacher's exercise of First Amendment or other constitutionally protected rights, is unrelated to the educational process or to a reasonable educational objective, is justified by reasons that are wholly unsupported in fact, or is found to be an abuse of discretion. The states' statutes (sometimes board policy) establish the school board's basis for teacher renewal. To define the issue, both cases in which the board decision was found to be arbitrary and cases in which the claim was rejected are reviewed. When the school board has acted in good faith for reasons it thinks probably will improve the instructional programs--which includes not renewing an "average" teacher in order to look for a better teacher--its decision will generally stand. (MLF)

ED 268 727

EC 182 331

Gil, Linda L.

Mainstreamed Programs for Children Birth through Five Years: Considerations of Types of Handicapping Conditions.

Northwest Center Child Development Program, Seattle, WA.

PUB DATE- 86
NOTE- 9p.; For related documents, see EC 182 330-333.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational Philosophy; Infants; *Mainstreaming; *Teacher Role

The experience of a mainstreamed program for children aged 4 months through 5 years is reviewed and factors involved in serving children with specific handicapping conditions are examined. The importance of viewing children from a developmental perspective is stressed. Among issues discussed are determining program needs for children with disabilities, providing services for children's basic health needs, preparing staff and parents to deal with children with disabilities, explaining to children about handicapping conditions, and accommodating specific handicapping conditions in the classroom. A 10-step action plan consisting of such tasks as getting information about the handicapping condition and sharing information with staff and families concludes the paper. (CL)

ED 268 743

EC 182 347

Carducci, Dewey J.; Carducci, Judith B.
The Use of Control Theory in the Caring Classroom.
PUB DATE- 1 Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Behavior Problems; Elementary Secondary Education; Interpersonal Competence; *Problem Solving; Student Role; Teacher Role; Teaching Methods; Theories

Aspects of W. Glasser's Control Theory are applied to the education of behaviorally disordered students. It is believed that stimulus/response theory and tools are inadequate with this population and that the stress should be on understanding internal motivating forces. The caring classroom, an approach which emphasizes ways to meet both the students' and the teacher's needs in the classroom environment, is described, and its connections

with control theory noted. Students learn why they behave as they do, that they choose their behavior, and how to behave more effectively to meet their needs. A case illustration is provided to portray the teacher's and student's role in solving behavior problems. (CL)

ED 268 760 EC 182 364

Minnesota Guidelines for Gifted and Talented Education.
Minnesota Curriculum Services Center, White Bear Lake.; Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jan 86
NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Gifted; *Program Development; Program Evaluation; Staff Development; *Talent; Talent Identification

The guidelines are intended to help districts design, implement, and evaluate educational programs for gifted and talented students in Minnesota. Educational components of a gifted education program plan are listed, followed by analysis of the following topics: development of a gifted education program plan (a two-stage process involving initial planning, implementation, evaluation, maintenance, refinement, and expansion of the program); school district personnel responsibilities (staff and non-staff responsibilities); staff development (classes/workshops, observations, resources); identification (definitions, criteria); program provisions (enrichment, acceleration, guidance); curriculum (illustrations of differentiated curricula); and evaluation. (CL)

ED 268 854

HE 019 219

Levy-Reiner, Sherry, Ed.
Interterm Programs.
Association of American Colleges, Washington, D.C.
PUB DATE- Apr 86
NOTE- 15p.
AVAILABLE FROM- Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Programs; *Educational Innovation; *Educational Quality; Higher Education; Humanities; Independent Study; Learning Experience; *Liberal Arts; *Minicourses; Nontraditional Education; *School Schedules; Summer Programs
IDENTIFIERS- Augustana College SD; Buena Vista College IA; Colby College ME; Illinois Wesleyan University; *Interim Term; Linfield College OR; McMurry College TX; Pacific Lutheran University WA; Rollins College FL; Samford University AL; Winter Programs

Interim programs at nine colleges are described. An introductory essay by Lee M. Swan, "The Interim: Potential for Quality Learning," emphasizes the potential for unique learning through the interim approach. At Augustana College (South Dakota), interim experiences are required, including core courses, internships, travel experiences, and programs on a chosen theme. Buena Vista College (Iowa) also requires freshmen to attend a humanities interim course emphasizing writing, speaking, and critical thinking skills in the context of Western classics. Colby College's (Maine) January Program has involved students in both directed research and independent study. A cluster course concept followed at Illinois Wesleyan University only requires two or three faculty members willing to work together around a common concept. Winter Term at Linfield College (Oregon) includes regular and special courses, internships, and practicums. McMurry College (Texas) offers nontraditional courses during the summer on a voluntary basis. The interim at Pacific Lutheran University (Washington) is devoted to intense study of one topic and may involve a journal, case study, or oral presentation. At Rollins College (Florida), completion of three Winter Terms is required for graduation. Finally, Samford University's (Alabama) January Term, which focuses on the liberal arts approach to professional education, enrolls law students and business majors as well as arts and sciences majors and has included trips to study foreign countries. (SW)

ED 268 979 IR 012 042

Hart, Roland J.; Goehring, Dwight J.
Computer-Assisted Scheduling of Army Unit Training: An Application of Simulated Annealing.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; *Computer Simulation; Costs; Heuristics; *Military Training; Problem Solving; *Scheduling; Systems Approach; Time Management
IDENTIFIERS- *Army

This report of an ongoing research project intended to provide computer assistance to Army units for the scheduling of training focuses on the feasibility of simulated annealing, a heuristic approach for solving scheduling problems. Following an executive summary and brief introduction, the document is divided into three sections. First, the Army training scheduling problem is described, with references to specific needs for different types of schedules for different echelons, types of scheduling constraints, time availability, downward inheritance of events and activities prescribed by higher echelons, command priorities, intra- and inter-schedule compatibility, and input-output requirements for scheduling. Simulated annealing is next introduced as a solution for scheduling problems and its process is described. An application of this algorithm is illustrated via an Army test program written in FORTRAN 77 on a VAX 11/780 computer, which focused on scheduling at the battalion level. A description of the test program (with flow diagram), methods of its evaluation, and a sample run of training schedules for five companies are provided. The third section presents conclusions and recommendations emerging from this application of the test program. Four figures, one table, and a list of references are provided. (JB)

ED 268 992 IR 012 059

Teaching, Learning and Computers: 1984 Information Kit.
Australian Commonwealth Schools Commission, Canberra.

REPORT NO.- ISBN-0-642-87326-7
PUB DATE- May 84
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Software; *Computer Uses in Education; *Curriculum Development; Equal Education; Evaluation Criteria; Foreign Countries; Guidelines; Inservice Teacher Education; Instructional Innovation; *Microcomputers; *National Programs; Professional Development; *Program Implementation; Secondary Education; Teaching Methods
IDENTIFIERS- *Australia

This report contains recommendations and guidelines for the development of a national computer education program for all Australian schools. The introduction provides background information on the appointment of the National Advisory Committee on Computers in Schools, including the guidelines and objectives set for it by the government. Chapter 2, the major part of the kit, is the 1983 report by the committee. It comments on the current use of computers in Australian schools and presents a detailed summary of school computing in the various states and territories. Information is also provided on computer developments in the United Kingdom and France, since both have introduced national computer programs. In chapter 3, the committee outlines a rationale for a national program and indicates the objectives that it believes the program should have and the principles that should support its development. Chapters 4 and 5 discuss the components that the committee believes should be incorporated in the program: (1) curriculum development; (2) professional development; (3) support services; (4) software and courseware; (5) hardware; and (6) evaluation. In chapter 6, the committee outlines the administrative arrangements that should apply to the program, and chapter 7 provides a summary of the recommendations made in the report. Appendices include extracts from the Commonwealth Government's Guidelines to the Commonwealth Schools Commission for 1984, a list of committee members and organizations who contributed to the report, recommended professional skills for various groups of teachers, suggestions for the hardware acquisition process, introduction of computers into the school environment, a glossary of terms, statements of dissent, and the response of the Commonwealth Schools Commission to the report. (JB)

ED 269 005 IR 012 094

Walters, Corky
Video & Copyright. A Special Report.
Wyoming State Library, Cheyenne.
PUB DATE- Jan 86
NOTE- 6p.; A special report issued by the Wyoming State Library.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Copyrights; Guidelines; Legal Responsibility; *Policy Formation; Programing (Broadcast); *Public Libraries; Public Schools; School Districts; *School Libraries; *Videotape Recordings
IDENTIFIERS- *Fair Use; *Off the Air Recordings

This paper is designed to provide information to librarians in school and public libraries on their legal responsibilities toward video and copyright. The first section discusses the need for preparation of a district-wide copyright policy by teachers, media specialists, and administrators, and provides six suggested ingredients for inclusion in such a policy. Fair use guidelines are explained, as well as situations in which exemption from "home use only" limitations are legal. The second section discusses possible public library concerns regarding the copyright law, with emphasis on the discrepancy between categories of "home use only" and "public performance" videotapes. Three indicators are provided that can be used to determine the category in which a tape belongs, and ways of maintaining good relationships with local area theaters and video rental stores are suggested. Finally, five ways in which librarians and their institutions can keep up with new developments in copyright and video are presented. A 10-item list of references is included. (JB)

ED 269 020 IR 051 497

Quan, Y. H.

Continuing Education of Library Science in the New China.

PUB DATE- 84

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)

DESCRIPTORS- *Continuing Education; *Correspondence Study; Foreign Countries; Higher Education; History; *Library Education; Library Personnel; *Library Science; Nontraditional Education; Position Papers; Teaching Methods

IDENTIFIERS- *China

This overview of continuing education in the People's Republic of China since 1949 delineates its history, describes its current practices and needs, and discusses its future prospects. The paper opens with a discussion of the term "continuing education"; in China, adult education or spare-time education are the usual nomenclature. A historic background of China's library education system precedes a discussion of the urgent need for a supplementary form of education for professional and non-professional staff members. Five types of available continuing education courses are described: (1) advanced study at regular universities; (2) attendance at spare time schools; (3) short training courses; (4) on-the-job training; and (5) correspondence courses. It is noted that correspondence courses are currently the most important and preferred mode of instruction, and their advantages and disadvantages are discussed. A discussion of the future of library science continuing education in China to the year 2000 concludes the paper. (THC)

ED 268 667

EA 018 409

Jones, Thomas N., Ed.; Semler, Darel P., Ed.
School Law Update, 1985.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 296p.; For individual papers, see ED 262 454, ED 260 509, EA 018 411-423, and EA 018 425-429.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 Southwest 29th, Suite 223, Topeka, KS 66614 ($19.95 plus $1.50 postage and handling, prepaid; actual postage and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; Collective Bargaining; Computer Software; Construction Management; Copyrights; *Court Litigation; Disabilities; Educational Finance; Elementary Secondary Education; Federal State Relationship; *Government School Relationship; Grades (Scholastic); Higher Education; Minimum Competency Testing; Private Schools; Public Schools; School Attendance Legislation; *School Law; Sex Discrimination; State Church Separation; Teacher Dismissal
IDENTIFIERS- *Supreme Court

A wide variety of contemporary legal issues, involving all levels of public and private education, are addressed in the 20 papers in this volume. Written in law review style and including legal citations, the papers and authors included are: (1) "Who Runs the Schools" (Flygare); (2) "Copyright Issues in Computer-Assisted Instruction" (Helm); (3) "School Desegregation Litigation and the Financing of Remedial Decrees" (Vergon); (4) "Construction Management for Educational Facilities" (Goldblatt and Wood); (5) "Punitive Damages in Civil Rights Actions" (Frels); (6) "Interpreting the Education of the Handicapped Act" (Thomas); (7) "State Action and the Public Spheres Doctrines" (Batson); (8) "Section 1983 Liability" (Vacca); (9) "The Implications of 'Good-Faith' Negotiation Provisions for 'Meet and Confer' Laws" (Baldwin); (10) "An Instrument for a Legal Review of Public School Curriculum Policies and Procedures" (Zirkel); (11) "Academic Penalties for Student Misconduct" (Hooker); (12) "Faculty Dismissal" (Mawdsley and Permuth); (13) "Minimum Competency Testing" (Pullin); (14) "Arbitrary and Capricious Nonrenewal Decisions" (Phay); (15) "Recent Litigation Concerning Separation of Church and State" (Epley); (16) "Current Litigation Involving School Finance Issues" (Sparkman); (17) "Justiciable Performance Standards for Discharging Incompetent Teachers" (Clear and Box); (18) "Title IX" (Sorenson); (19) "Legal Challenges to Compulsory Attendance Laws" (Beckham); and (20) "Due Process Prevents Educators' Doing Only What They Should Not Do" (Wayson). (AA)

ED 268 824 FL 015 669

Little, David, Ed.; And Others
New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986).
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
REPORT NO.- ISBN-0-9508150-5-5
PUB DATE- 86
NOTE- 113p.; For individual papers, see FL 015 670-684.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Communicative Competence (Languages); Cultural Education; Curriculum Development; Educational Change; *Educational Strategies; Educational Technology; Instructional Materials; Language of Instruction; Listening Skills; Literature Appreciation; Reading Skills; Second Language Instruction; Teacher Role; Testing

These conference proceedings include: (1) opening speeches; (2) "Must Language Teaching Be Communicative?" (Christopher Brumfit); (3) "Recipes for Tired Teachers" (Mario Rinvolucri); (4) "Facing the Challenge of New Technologies: Interactive Video and the AUTOTUTOR Project" (David Little, Eugene Davis); (5) a panel discussion of questions submitted by participants; (6) "Classroom Management through the Target Language" (Margaret Mohan); (7) "Developing Learner Autonomy through Materials" (Hertha Stieber); (8) "Implications of the Communicative Approach for the Role of the Teacher" (Joe Sheils); (9) "The Effects of the New Syllabuses on the Language Classroom" (Maura Clancy); (10) "New Approaches in the Development of Oral Skills" (Mary Ruane); (11) "Implementing Oral Exams as Part of the School Exam System" (Jacqueline Nelson); (12) "Frameworks for Listening" (Sean Ferrick); (13) "Frameworks for Reading" (Sean Devitt); (14) "Using Songs and Games in the Language Class" (Eleanor Moussoulides); (15) "Teaching Other Subjects through the Target Language" (Siobhan Supple); (16) "The Teaching of Literature" (Cormac O Cuilleanain); (17) "The Intercultural Dimension in Language Teaching" (Brendan Quinn); and (18) reports from the language associations and concluding remarks. (MSE)

ED 268 839 FL 015 684

Quinn, Brendan
The Intercultural Dimension in Language Teaching.

PUB DATE- 86
NOTE- 4p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cross Cultural Studies; *Cultural Education; Curriculum Development; Educational Change; *Educational Strategies; Second Language Instruction; Teacher Role

Increased emphasis on the cultural dimension in second language instruction has appeared in recent years, as evidenced in the content of standardized school-leaving tests used in Great Britain. One purpose of the cultural element of instruction is to make real the language being learned, but another is to stress its potential usefulness. Some cultural topics to be covered include industry and economy, mass media, history, geography, government and politics, regions, cities, educational systems, food and drink, and sports. Some of this information may already be known by the students, making it a better basis for learning. For advanced classes, more involved cultural subjects can be used, such as dialects, theater and the arts, and folk tales and customs. As much of this instruction as possible should be done in the target language, and it can be introduced spontaneously or formally in the classroom. Projects and group work lead to seeking out information, which is also an important learning process. Literature, as part of the cultural dimension, should be included, but should be chosen carefully so that students can relate to it. (MSE)

ED 268 868

HE 019 233

Reyes, Pedro; McCarty, Donald J.
The Power of Lower Participants in Educational Organizations. ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Department Heads; Higher Education; Interaction; *Interprofessional Relationship; Knowledge Level; Models; *Organizational Theories; *Power Structure; *Secretaries; *Work Environment
IDENTIFIERS- *ASHE Annual Meeting; Mechanic (D)

Mechanic's (1962) conceptual model of power of lower participants was empirically tested, with a focus on the relationship between chairpersons and departmental secretaries of academic units. Power was defined as the ability of a person to have access to and control over information and individuals. A questionnaire was developed that covered the following factors: expert knowledge of lower participants, effort and interest in attaining complex work skills, dependency of superordinates on subordinates to do routine and nonroutine tasks, and control over access to persons, information, and instrumental equipment. Questionnaires completed by 50 chairpersons and 50 departmental secretaries at a major public research institution resulted in 94 usable responses. The results partially support Mechanic's model. The longer on the job, the more control the secretary had over access to persons, information, and instrumentalities. Expert knowledge and perceived power were also linked. It is recommended that a combination of quantitative and qualitative methods be used to better understand these power relationships. Questionnaire development, achievement of construct and content validity, and test reliability are briefly described. (SW)

ED 268 895

HE 019 260

Gallagher, Karen S.; And Others
Personal and Organizational Factors Affecting Faculty Productivity: The Socialization Process in Graduate School. ASHE 1986 Annual Meeting Paper.
PUB DATE- Feb 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Graduate Study; Higher Education; Intellectual Disciplines; Organizational Theories; *Productivity; Professional Recognition; *Research; *Research Universities; Rewards; Scholarship; *Socialization; Teacher Characteristics; Teacher Motivation; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting; Biglan Model

Scholarly productivity of faculty was studied based on the Brim and Wheeler framework of socialization, which takes into account personal and organizational influences on socialization outcomes. Specific influences included norms governing the system, the university's capacity to provide relevant performance opportunities, and the school's reward/sanction structure. A survey was sent to of Ph.D. and Ed.D. recipients who graduated between 1963 and 1984 from a private urban university (a Carnegie classification Research II institution). The sample of 271 faculty held current appointments. The effects of the Biglan model of academic disciplines as an explanation of productivity differences were also examined. Results indicated that several dimensions of the socialization framework appeared to be significant in distinguishing differences in graduate program experiences and faculty productivity. Preliminary evidence indicates the generalizability of the Brim and Wheeler framework to a Research II institution. In general, faculty productivity in this group tended to be low and the variation in performance high. Producers were found in academic disciplines with highly developed paradigms and with life systems focus. (SW)

ED 268 923

HE 019 291

Gilley, J. Wade; Hickey, Anthony A.

Administration of University Athletic Programs: Internal Control and Excellence. An Executive Summary.

PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; Case Studies; *College Athletics; *College Presidents; Educational Quality; Higher Education; Leadership; *Power Structure; Private Colleges; Problem Solving; *Program Administration; School Surveys; State Colleges

The views of 65 university presidents about athletic programs, the administration of their athletic programs, and the impact of problems of athletic program on university leadership were studied in spring 1985. Ten of the presidents responding to the survey were from private institutions, while 55 were from public universities. On the average, they had eight men's and seven women's sports programs; all of the institutions belonged to the National Collegiate Athletic Association (NCAA) Division I-A. Case studies were also undertaken with four universities under NCAA sanction and four institutions with acknowledged success in blending excellence in both athletics and academics. Lack of internal control (including confused and fractured lines of responsibility) was found to be a critical factor contributing to problems in school athletic programs. Additional findings include: (1) some presidents do not have board backing for "taking charge;" (2) presidents, on the average, are planning to do something besides being president within five years or less; (3) presidents see money pressure to win, and over-zealous supporters, including alumni, as the key factors in athletic problems; and yet (4) presidents see alumni and corporate support growing in importance in the future if academic quality is to improve. (SW)

ED 268 937 HE 019 305

Glennon, Virginia B.; Greenberg, Suzanne B.

Supervisory Skills and Challenges: A Handbook for Physician Assistants.

Northeastern Univ., Boston, Mass.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
PUB DATE- 86
NOTE- 50p.; Appendix 2 may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Learning; *Allied Health Occupations Education; Grading; Guidelines; Higher Education; Interpersonal Relationship; Performance Contracts; *Physicians Assistants; Staff Role; Student Evaluation; Student Needs; *Supervision; *Supervisory Methods

A handbook for supervisors of students training as physician assistants is presented, based in part on workshops and interviews conducted at Northeastern University (Massachusetts). Topics include: the role and attributes of the supervisor, needs of adult learners and adult learning styles, beginning the supervisory process, use of skills in ongoing supervision, special problem areas for supervisors, and evaluation and grading. Qualities students want in a supervisor include: being supportive and friendly, listening actively, and possessing professional knowledge and good judgment. The supervisory process begins with getting acquainted, providing orientation materials, a guided tour, working out the learning contract, and scheduling meeting times. Skills in ongoing supervision include: demonstration and observation, teaching through feedback, using negative feedback (assertion and confrontation), and group supervision. Special problem areas for supervisors may involve student stress, the unassertive student, and dealing with difficult students. Concerns in evaluation/grading include objectivity vs. subjectivity, preparing for the final evaluation, performance assessment, and measuring change and growth. Two sample learning contracts are provided, along with a form for providing feedback to supervisors, and a student evaluation form. (SW)

ED 268 965 IR 012 024

Bates, A. W.
Learning from Audio-Visual Media: The Open University Experience. IET Papers on Broadcasting No. 183.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 81
NOTE- 28p.; Print is light in parts.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Cassettes; *Audiovisual Aids; *Distance Education; Educational Radio; *Educational Research; *Educational Technology; Educational Television; Foreign Countries; Higher Education; Nontraditional Education; *Open Universities; Position Papers; Program Descriptions; Teaching Methods
IDENTIFIERS- *Open University (Great Britain); United Kingdom

This paper describes how audiovisual media have influenced the way students have learned--or failed to learn--at the Open University at Walton Hall. The paper is based in part on results from a large body of research that has repeatedly demonstrated the interrelatedness of a wide range of factors in determining how or what students learn from audiovisual media. For instance, the administration's policy toward the assessment of broadcast material will affect not only the way many students approach the programs, but may determine whether or not a student will watch at all; the benefit a student obtains from a program will be affected by how much he has read in the correspondence texts; and that in turn will be influenced by the timing of the TMAs (tutor marked assignments). Primarily a literature review, this paper discusses the following topics: general theory and research relevant to the Open University; the roles of audiovisual media in Open University learning; case studies and documentaries; television as reinforcement; delivery of instruction; students' prior experience with learning from television and radio; student control over audiovisual media; relevance of program material; individual differences; and the need for broadcast notes. An extensive bibliography is included. (THC)

ED 268 695 EA 018 468

O'Connor, Patrick J.

Wellness Programs Promote Health in Jefferson County and Centennial School Districts.

Oregon School Study Council, Eugene.

PUB DATE- Apr 86

NOTE- 40p.

AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; $1.50 for shipping and handling will be added to billed orders).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- *Conferences; Elementary Secondary Education; *Health Activities; *Health Education; *Health Programs; Personnel Management; Physical Education; *Physical Fitness; Physical Recreation Programs; Program Descriptions; Staff Development; Stress Management; Teacher Administrator Relationship

IDENTIFIERS- Centennial School District OR; Jefferson County School District OR; Seaside Health Education Conference (Oregon)

This bulletin examines wellness programs and what they mean to Oregon educators. The opening sections describe what is meant by "wellness" and trace the growth of wellness programs in Oregon to the annual Seaside Health Education Conference. To illustrate how wellness programs operate, the next two sections describe how two Oregon school districts--Jefferson County and Centennial--have applied and benefited from their wellness programs. Both these districts have used these programs to encourage employees to make personal commitments to lifestyle changes that will increase their productivity and generally improve their health. Common elements that characterize these programs are defined, including positive motivation, health awareness campaigns, behavior change programs, and insurance cost containment strategies. A variety of methods are used in wellness programs: psychological tests, individual health consultants, group programs, mass media promotions, and wellness-oriented social activities. Recent literature on wellness is cited, and useful examples of wellness activities are included in the appendix. (TE)

ED 268 710

EC 182 314

Cieslewicz, Margaret M.

The Effects of Parent Participation and Training in Educational Programming on the Developmental Achievement of Handicapped Children: A Review of the Literature.

PUB DATE- 85

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Child Development; *Disabilities; Elementary Secondary Education; *Parent Education; *Parent Participation; *Parent Role; Parent School Relationship; Program Effectiveness

Research on the effects of parent participation and training on disabled children's development is reviewed. Studies cite the widespread belief in importance of parent involvement; note the need to distinguish between parental involvement with the child and involvement with the educational program; consider comfortable levels of participation; review professionals' attitudes toward parent involvement, including their expectations about parents' role in educational decision making; summarize strategies to maximize parent participation; review phases of parental involvement; and discuss parents' role in maintaining or increasing students' skills over the summer break. The lack of research on the effects of parent participation and training on educational programing and academic and social achievment despite general agreement on their importance is noted. (CL)

ED 268 777 FL 015 567

Takalo, Ronald
Foreign Language CAI: Confusion or Consensus?
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (17th, Kansas City, KA, April 11-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Educational Games; Independent Study; *Instructional Material Evaluation; Literature Reviews; Opinions; Pattern Drills (Language); Second Language Instruction; Simulation; *Standards; Testing

While it is a common complaint that there are no established standards for determining what constitutes quality foreign language software, a 1984 review of the literature revealed that there exists more consensus than confusion. Although there are not many articles that directly address the issue of quality software, many writers do touch on the subject. Considerable agreement was found in the areas of content, ease of use (user-friendliness), screen format, and organizational and technical considerations. One area of disagreement was whether or not materials should be scrolled on screen. Other individual differences of opinion were found, relating to the language to be taught or the instructional level, but overall, opinions were found to be quite similar. The literature review was based on a two-year ERIC search and a bibliography put together by Mark Seng of the University of Texas at Austin. (MSE)

ED 268 809 FL 015 636

Woodruff, Margaret S.

The Role of Listening and Speaking in a Reading Program.

PUB DATE- 78
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; College Second Language Programs; Communicative Competence (Languages); Curriculum Development; Experimental Programs; German; Higher Education; Introductory Courses; *Listening Skills; Program Effectiveness; *Reading Instruction; *Second Language Instruction; *Speech Skills
IDENTIFIERS- *Total Physical Response; University of Texas Austin

An experimental first-year college German course offered at the University of Texas at Austin emphasized communication, with a complementary de-emphasis on morphologically correct forms in spoken or written production. A modification of the Total Physical Response method was used to orient the students, and at four weeks the emphasis was shifted to the primary objective of reading comprehension. Standardized reading and listening comprehension test scores for the group indicated that the students performed above the national norms; student motivation, attrition, and course preregistration rates were found to have improved significantly. The program has been extended into two third semester courses, one emphasizing aural comprehension and the other focusing on oral discussion of German literature. Research on the optimal schedule for introducing vocabulary and grammar concepts and for requiring production of morphologically correct forms in the first two semesters continues. Included in the text are a number of techniques and activities intended to help students understand a reading selection.(MSE)

ED 268 626

EA 018 338

Business/Education Partnerships...Investments in Tomorrow.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Community Role; *Cooperative Programs; Elementary Secondary Education; *School Business Relationship; School Community Relationship; School Districts; School Support; State Programs
IDENTIFIERS- South Carolina

Specific actions that schools, districts, and business groups can take to create effective cooperative programs are outlined and discussed in this manual. The booklet first cites national trends toward increased private sector involvement in education, then describes four activities mandated by South Carolina's Education Improvement Act of 1984 to increase cooperative efforts. The guide next presents a list of 29 ways in which community groups can assist local schools, including through donations, grants, sponsorship of activities, and offering training programs for students. Four ways of assisting entire districts are also listed. The guide next establishes six principles on which to base effective partnerships and examines the advantages that cooperative programs can provide to businesses and to students. The following sections of the guide present nine steps that businesses should take and 16 steps that schools should take when developing cooperative programs. Fifteen examples of successful programs operating in districts around South Carolina conclude the text. The guide also provides checklists to determine priorities of school needs and the nature of a business group's support, a model school board policy on partnerships, and samples of partnership contract and quarterly report forms. (PGD)

ED 268 654

EA 018 379

Stacy, Richard A.

Project P/R--Prevention/Rehabilitation for Truant and Disruptive Students.

PUB DATE- 86

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (70th, Orlando, FL, February 14-18, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- After School Programs; *Behavior Problems; *Discipline Policy; High Schools; High School Students; Student Attitudes; Student Behavior; Student Motivation; *Student School Relationship; *Truancy; Urban Education

IDENTIFIERS- Disruptive Behavior; Newport News Public Schools VA; *Project PR

Students in the Newport News (Virginia) high schools who are absent from classes frequently without excuses or who are consistently disruptive are transferred from the regular program to an afterschool program that meets at a different site. These transfers are effective for at least 2 months and students may only be rotated back at the end of a semester. The students take four classes, have no free time, and are denied access to their home schools. The purpose of the program, called Project P/R, is to deny truant students the social aspects of schooling that they desire until they improve their behavior. Support for the project was elicited from the police and the judiciary. The program has proved successful: attendance climbed 1.9 percent in just 8 months,

in-school suspensions fell 49 percent, the dropout rate declined from 5.9 percent to 3.7 percent, out of school suspensions were down 41 percent, and fewer crimes were committed by students. The program allowed elimination of four teachers handling in-school suspensions (saving $50,000 a year), reduced administrative time devoted to discipline and attendance by 50 percent, and raised teacher morale. A detailed description of the program is appended. (PGD)

ED 268 681 EA 018 425

Sparkman, William E.
Current Litigation Involving School Finance Issues.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 23p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; *Educational Finance; Elementary Secondary Education; Federal Aid; Financial Policy; Fund Raising; *Government School Relationship; *Legal Problems; *Private School Aid; School District Spending; School Funds; *School Law; School Support; State Aid; State School District Relationship

This paper contains an overview of selected school finance cases litigated in local, state, and federal courts. The first section contains a review of state school finance cases. Constitutional challenges to states' school finance systems were affirmed by the Connecticut Supreme Court, defeated by the Michigan Court of Appeals, and returned to a lower court by the Supreme Court of New Hampshire; in addition, seven property-poor school districts have filed suit in Texas. School districts in Michigan challenged the state's right to reduce school aid. The next section of the paper examines local fiscal issues including litigation prompted by school board decisions affecting areas such as property tax exemption, disposition of interest earned on school funds, extracurricular program fees, transportation, and school district residency requirements. A federal district ruled in Philadelphia that school districts may file a class action suit against 55 manufacturers to recover the cost of asbestos removal. The third section of the paper addresses controversial issues at the federal level: (1) the authority of the federal government to recover misspent Title I funds; (2) school lunch regulations involving soft drinks; and (3) the government's financial responsibility for the Chicago Board of Education's desegregation plan under the terms of a 1980 consent decree. The fourth section addresses the issue of public financial support for nonpublic schools. (MLF)

ED 268 728 EC 182 332

Gil, Linda L.; Wend, KarenSue

Generic Preschool in the Community: Step by Step Inclusion of Children with Special Needs.

Northwest Center Child Development Program, Seattle, WA.

PUB DATE- 86

NOTE- 8p.; For related documents, see EC 182 330-333.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Disabilities; Early Childhood Education; Infants; *Mainstreaming; Outreach Programs; Preschool Education; Services

The paper draws on the experiences of a mainstreamed early education program to consider ways that preschool programs can make themselves accessible to families with handicapped children. The importance of clearly stated program intent is stressed along with accurate staff perceptions of handicapping conditions. Ten steps are then offered: (1) describing what the program offers; (2) determining what the parents need; (3) restating program services; (4) matching family needs and available services; (5) negotiating; (6) deciding on services; (7) confirming and following through on agreements; (8) preparing staff and children; (9) examining the classroom environment for needed modifications; and (10) providing ongoing support. (CL)

ED 268 744 EC 182 348

McCue, Michael; And Others

Cluster Analysis of the Luria-Nebraska Neuropsychological Battery with Learning Disabled Adults.

PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cluster Analysis; *Learning Disabilities; *Neurological Organization; Student Characteristics
IDENTIFIERS- *Luria Nebraska Neuropsychological Battery

The study reports a cluster analysis of Luria-Nebraska Neuropsychological Battery sources of 25 learning disabled adults. The cluster analysis suggested the presence of three subgroups within this sample, one having high elevations on the Rhythm, Writing, Reading, and Arithmetic Rhythm scales, the second having an extremely high evelation on the Rhythm scale with lesser elevations on the Motor, Tactile, Vision and academically related scales, and the third subgroup having a normal profile, only remarkable for slight elevations on the Writing and Arithmetic scales. Analyses of variance were performed with cluster membership as the independent variable and various measures from Wechsler Adult Intelligence Scale-Revised and Wide Range Achievement Test as the dependent measures. Essentially all findings were statistically significant, thereby supporting the external validity of the cluster solution. It was suggested that the first subgroup had its difficulties primarily in the language development area, while the second subgroup had its major difficulties in perceptual, attentional and motor skills that support language development. The third subgroup did not appear to have a clearly identifiable neuropsychological basis for its relatively mildly deficient academic performance levels. In general, the study provided preliminary evidence of the capabilities of the Luria-Nebraska Neuropsychological Battery to identify neuropsychological differences among different types of learning disabled adults. (CL)

ED 268 761

EC 182 365

Rogers, Karen B.

Review of Research on the Education of Intellectually and Academically Gifted Students.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- Jan 86

NOTE- 75p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Acceleration (Education); *Cultural Differences; Elementary Secondary Education; Enrichment; *Gifted; *Grouping (Instructional Purposes); Program Evaluation; Talent Identification; *Underachievement

The paper examines research on the education of gifted students. Studies are cited and conclusions drawn for 10 topic areas: (1) identification (methods, recommended commercial tests, sex differences, emotional differences); (2) rationale for special provisions; (3) talent loss (dropping out and educational deprivation); (4) needed personnel (teacher competencies); (5) underachievement (potential behavioral indications); (6) cultural diversity (cultural bias of intelligence tests, culturally-supported attitudes and attributes); (7) ability grouping (magnet schools, multi-age classrooms, pullout programs, summer institutes); (8) acceleration (early kindergarten admission, grade and subject skipping, mentorship); (9) enrichment (teaching models); and (10) program evaluation (administration, staff development and teacher support). (CL)

ED 268 793 FL 015 609

Niemi, Jussi; Koivuselka-Sallinen, Paivi

Neurolinguistic Aspects of Finnish Posterior Aphasia.

PUB DATE- 85

NOTE- 9p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aphasia; Case Studies; *Error Patterns; *Finnish; *Morphology (Languages); *Neurolinguistics; *Phonology; Vocabulary Skills

IDENTIFIERS- *Neologism

Examination of the lexical errors (phonological paraphasias and neologisms) of two posterior aphasic patients who are speakers of Finnish, a highly synthetic language, revealed that the lexical difficulties generally typical of posterior aphasics were found in these patients as well. The typical lexical difficulties clustered around open class words such as nouns, verbs, and adjectives. In such patients phonological paraphasias make up 60 percent of the errors. The results of this study show that posterior aphasia patients exhibit more errors toward the end of words, peaking around the 4th to 6th phoneme. In addition, the data suggest that paraphasias tend to occur after word formation rules have been applied and that neologisms are probably formed before application of word formation rules. The patterns of morphosyntactic marker errors also suggest that surface case marking carries some consistent deviations. The limited usefulness of the traditional one-component view of phonology is emphasized, and it is proposed that the formal aspect of words can be maltreated at various stages of language production. (MSE)

ED 268 882

HE 019 247

Olivas, Michael A.; Swickard, Janet

Postsecondary Residency Requirements: Exceptions, Exemptions, and Waivers. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 71p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - General (130)

DESCRIPTORS- American Indians; College Students; *Eligibility; Fringe Benefits; Government Employees; Marital Status; Military Personnel; *Postsecondary Education; *Public Policy; *Residence Requirements; Self Supporting Students; *State Government; *Tuition; Tuition Grants

IDENTIFIERS- *ASHE Annual Meeting

A reference guide to residency requirements for colleges and universities is presented. Six types of state governance patterns concerning residency are identified, along with the states that follow each pattern. Circumstances and conditions that may affect residency classification for tuition purposes (excluding alienage, marital status, or military qualifications) are specified, and the number of states that list each consideration is indicated. Information is also provided on: marital status as a basis for classification as a resident; classification of non-U.S. citizens as residents; and residency classification and tuition benefits for military personnel, their spouses, and dependent children. Also covered are circumstances affecting tuition benefits for: American Indians, public employees, scholarship recipients, individuals when parent/spouse/student comes to state for employment, students subject to loss of residency due to divorce, the visual and hearing impaired, graduates of state high schools, senior adults, and students with skill in specified areas. Information is also provided on tuition benefits based on financial need, establishment of residency for emancipated minors, and retention of resident tuition status for minors whose parents leave the state. (SW)

ED 268 909

HE 019 276

Blaug, Mark; Woodhall, Maureen

Recent Trends in Subsidies to Higher Education in Europe.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.

SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.

PUB DATE- Dec 77

NOTE- 44p.; Document contains light type

CONTRACT- 300-76-0026

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Budgeting; Comparative Analysis; *Federal Aid; Fees; *Financial Support; *Government School Relationship; Grants; *Higher Education; Loan Repayment; Low Income Groups; *Public Policy; School Taxes; *Student Financial Aid; Student Loan Programs; Tax Credits; Tuition

IDENTIFIERS- *Europe; France; Netherlands; Sweden; United Kingdom; West Germany

Patterns of government subsidies to higher education in five European countries are considered in order to provide a comparative perspective for U.S. policy-makers. Attention is focused on patterns of subsidizing both institutions and students for the five countries: France, West Germany, the Netherlands, Sweden, and the United Kingdom. The subsidies are assessed in light of stated government objectives, and especially the objectives of efficiency and equity. Profiles of the countries includes information on: financing public and private institutions, free education vs. tuition and fee charges, organizational body responsible for budget development; sources of university income; types of student aid and their distribution; maximum award per student, December 1974; tax relief or family allowances for students' parents; indirect student aid (housing, food subsidies, health); interest rate on loans; and loan repayment. Implications of alternative patterns of subsidy are analyzed in depth, with attention to the optimum levels of subsidy, the case for aiding students by means of grants, whether the subsidy system creates equality of educational opportunity, and how costs of education should be shared between high and low income taxpayers. An ideal student aid package is proposed. (SW)

ED 268 951 IR 012 005

Durbo, Alec
Media How-To Notebook.
Media Alliance, San Francisco, CA.; United Way, Inc., Los Angeles, CA.
PUB DATE- 83
NOTE- 41p.
AVAILABLE FROM- Media Alliance, Fort Mason Building D, San Francisco, CA 94123 ($5.00 + $0.75 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Broadcast Industry; Graphic Arts; Guidelines; *Information Dissemination; Mass Media; News Media; News Writing; *Publicity; *Public Relations; Radio; Television

Designed to assist public relations personnel deal effectively with print and non-print media, this booklet contains guidelines for: (1) analyzing an audience and selecting the appropriate media; (2) developing persuasion techniques; (3) writing for public relations; (4) determining newsworthy events; (5) detailed planning; (6) assessing results; (7) creating professional and interesting news releases; (8) organizing a news conference; (9) placing a feature story; (10) placing print, television, or radio features; (11) creating newsworthy events; (12) getting on radio and television via public service or community calendar announcements, free speech messages, editorials/rebuttals, talk shows, news features, or public affairs shows; and (13) communicating through graphics, i.e., brochures, flyers, posters, calendars, newsletters, annual reports, and slide shows. Samples of two news releases, a fact sheet, two public service announcements, and one public opinion free speech message are included. (JB)

ED 269 006 IR 012 095

Garbo, Gunnar

A World of Difference. The International Distribution of Information: The Media and Developing Countries. Communication and Society No. 15.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- COM-85/WS-7

PUB DATE- 85

NOTE- 120p.; Translated by Gail Adams Kvam. This study is extracted from a longer text originally prepared for Norwegian audiences.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Broadcast Industry; *Codes of Ethics; Communications; *Developing Nations; Freedom of Information; Government Role; *Information Dissemination; Information Sources; International Cooperation; International Programs; *Mass Media; Mass Media Effects

IDENTIFIERS- *Journalists; *UNESCO

This study presents an overview and analysis of the continuing debate in the United Nations system on freedom of the press and the distribution of information. The three main chapters deal with sequences within that history. The first chapter discusses the debate on Freedom of Information which was pursued, particularly at the United Nations, in the years after World War II; it is based partly on source material collected at that time and documents a little known period of this information debate. The second chapter summarizes the theme of Unesco's work in the field, particularly in the 1970s; its context is the emerging discussion of a new world information and communication order. Finally, the report traces the development of the International Programme for the Development of Communication (IPDC), from its origin to the present day. It is concluded that the most demanding challenge for media policies in democratic countries is providing for a media structure that will ensure the freedom of journalists in relation to both government censorship and the dictatorship of profit. (JB)

ED 268 640

EA 018 359

The Basic Education Program for North Carolina's Public Schools. Revised.

North Carolina State Board of Education, Raleigh.

PUB DATE- Jan 86

NOTE- 76p.; Originally proposed to the North Carolina General Assembly October 15, 1984. Printing of this publication is funded through a Southeastern Regional Council for Educational Improvement Grant Program (NIE Project).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Core Curriculum; Curriculum Design; Design Requirements; Educational Facilities; Elementary School Curriculum; Elementary Secondary Education; English Curriculum; Mathematics Curriculum; Minimum Competencies; Required Courses; Secondary School Curriculum; Special Education; *State Curriculum Guides; *State Programs; State School District Relationship; *State Standards; *Statewide Planning; Textbooks; Vocational Education

IDENTIFIERS- *North Carolina; North Carolina State Board of Education

This document describes the basic education program for the state of North Carolina, as revised by the North Carolina State Board of Education. The first section describes a fundamentally complete program of instruction that would give the student a thorough grounding in the following areas: the arts, communication skills, healthful living, mathematics, media and computer skills, science, second languages, social studies, and vocational education. Basic curricular goals for these areas are set forth in four sections, covering grades K-3, 4-6, 7-8, and 9-12, respectively. (Vocational education is provided only in grades 7 to 12.) The second section covers programs not confined to subject areas: curriculum for exceptional children, the extended day program, remedial and compensatory efforts, in-school suspension programs, student services and library/media programs. The third section sets forth general standards for promotion, minimum competencies, instructional time, the school year, and graduation requirements, while the fourth section lists allotments for material support and standards for educational facilities. The final section lists state requirements for staffing at the district and school levels, along with allotment of state funds for staff development and an explanation of staffing ratios and class sizes. Appended are lists of state-approved elementary and high school textbooks and a list of suggested high school electives. (TE)

ED 268 840

FL 015 685

Wilson, Dierdre; Sperber, Dan

Pragmatics: An Overview. CLCS Occasional Paper No. 16.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Context; Discourse Analysis; *Interpersonal Communication; *Language Styles; *Linguistic Theory; *Pragmatics
IDENTIFIERS- *Grice (H P)

Pragmatics is the theory of utterance interpretation, as contrasted with sentence interpretation, involving a variety of tasks: disambiguation, reference assignment, resolution of vaguenesses or indeterminacies, restoration of missing or ellipsed material, and recovery of the speaker's attitude and the effects of stylistic variation. The most basic issue is to determine which of two distinct models of communication (encoding/decoding vs. the Grice theory of maintenance of communicative behavior standards) best fits the facts of verbal communication. A pragmatic theory based on the single principle of relevance of utterances and providing a method for comparing utterances' relevance could provide an alternative to the more elaborate Grice theory while preserving and strengthening his original idea. This theory proposes that relevance is the single property that human beings seek in the propositional information they process, whatever its source, and that information regarded as irrelevant or not relevant enough will simply be ignored. The principle questions some accepted ideas about the source of pragmatic variation; instead, it finds variation in contextual assumptions and implications, the accessibility of the assumptions, and the amount of processing effort the hearer is prepared to spend. (MSE)

ED 268 855

HE 019 220

Allen, Walter

Gender and Campus Race Differences in Black Student Academic Performance, Racial Attitudes and College Satisfaction.

SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.
PUB DATE- Mar 86
NOTE- 123p.
AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree Street, NW, Suite 250, Atlanta, GA 30308 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Colleges; *Black Students; *College Students; Comparative Analysis; Grade Point Average; Higher Education; Occupational Aspiration; Racial Attitudes; Racial Relations; *Sex Differences; State Universities; *Student Adjustment; Student Attitudes; Student Participation; Whites
IDENTIFIERS- *Student School Fit

Student academic performance, racial attitudes, and college satisfaction were examined with a national sample of black students attending selected predominantly white and historically black, state-supported universities. The effect of student background, campus experiences, and personality orientation was investigated.

Specific variables included: socioeconomic status, high school grade point average (GPA), involvement in and adjustment to campus life, academic competitiveness of the college, race relations on the campus, self-concept, and occupational aspirations. Data were obtained for 1,583 students from the 1981 (response rate: 27%) and 1983 (response rate: 35%) versions of the National Study of Black College Students (housed at the University of Michigan, Ann Arbor). Grades were significantly higher for males and students on black campuses, and students with higher grades reported greater satisfaction with and involvement in college life. High school GPA was the strongest predictor of college grades for all subgroups except black females on white campuses. Discrimination was reported by black students at white campuses. Evidence suggests that college grades will be highest where students are happier and more satisfied with college life. Ten recommendations are offered, including precollege enrichment programs, better college-school coordination, and coaching for standardized tests. Five pages of references and statistical tables are appended. (SW)

Phillips, A. Wayne, Ed.

ITV and Radio Resources in the Defined Minimum Program. 1985-86 Curriculum Guide. A Guide for Use of Instructional Television and Radio Programs Presented over the South Carolina Educational Television and Radio Networks, in Meeting Curriculum Needs in Elementary, Junior High and Senior High Levels of Instruction.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Curriculum Development; *Educational Radio; *Educational Television; Elementary Secondary Education; Resource Materials; State Curriculum Guides; State Programs; Statewide Planning; Teaching Methods
IDENTIFIERS- *Basic Skills Assessment Program; *South Carolina

This guide is intended for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying and selecting instructional television (ITV) and radio resources that will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and continuing objectives of the Basic Skills Assessment Program (BSAP) for South Carolina schools. Resources for ITV and radio are grouped under the following subject areas: (1) language arts; (2) foreign language; (3) mathematics; (4) natural science; (5) social studies; (6) music; (7) health and safety; (8) guidance; (9) education for the handicapped; and (10) substance abuse. Additional ITV subject areas include: environmental studies, computer education, drama and dance, art, fine arts, physical education, driver education, career and vocational education, and home economics. Titles are organized by grade level (elementary, middle-junior high, or secondary), and information for each title includes the curriculum need addressed by the program, series title and grade level, and descriptive comments. Resources having Basic Skills Assessment Program applications are also identified in the comments section. Two tables are provided for referencing ITV and radio resources to BSAP continuing objectives in communications skills and mathematics. (JB)

ED 268 993 IR 012 060

Druce, Michael; Walker, Bob, Ed.
The Student Video Productions Handbook. A Guide to Planning and Teaching Student Video Productions.
PUB DATE- 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Curriculum Guides; *Production Techniques; *Scripts; Secondary Education; *Student Developed Materials; Teaching Methods; *Television Curriculum; Television Studios; *Video Equipment; Videotape Cassettes
IDENTIFIERS- *Video Tape Production

This handbook provides novice video production teachers with a basic course outline containing information, activities, and lessons for use with high school students in an introductory television course. The contents are divided into five major sections: (1) before class begins, (2) preproduction, (3) production, (4) postproduction, and (5) the next step. Topics addressed in section one include the budget, supplies and repair estimates; no frills equipment; monthly video publications; consumer vs. industrial equipment; equipment considerations; optional features; additional equipment; equipment prices; working with video suppliers; back up units; organizing your class; building administrative and community support; concurrent activities; building a videotape library; and suitable student projects. Section two presents an overview of video productions, including preplanning, time, the visual image, the scenario, the draft, and scriptwriting. Examples of scripts with corresponding visuals are provided. The third section includes an equipment checklist and tips on equipment care, shooting techniques, effective lighting, adequate sound, learning to call action and cut, acting for film and video, conducting an interview, planning for variety, and producing commercials, newscasts, and music videos. Twenty-five possible production ideas for videos are also provided. Section four discusses the editing system, videotape, control tracks, rollback, editing techniques, and sound editing. The final section suggests possible uses for completed video projects. (JB)

ED 269 021 IR 051 498

Markey, Karen; Demeyer, Anh N.

Dewey Decimal Classification Online Project: Evaluation of a Library Schedule and Index Integrated into the Subject Searching Capabilities of an Online Catalog. Final Report.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

REPORT NO.- OCLC/OPR/RR-86/1

PUB DATE- 28 Feb 86

NOTE- 505p.; For an interim report, see ED 266 805.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; Classification; Databases; Display Systems; *Information Retrieval; Information Systems; *Library Catalogs; Library Research; *Online Catalogs; *Online Searching; *Online Systems; Public Libraries; Relevance (Information Retrieval); Research Libraries; Search Strategies; *Subject Index Terms

IDENTIFIERS- *Dewey Decimal Classification

In this research project, subject terms from the Dewey Decimal Classification (DDC) Schedules and Relative Index were incorporated into an online catalog as searcher's tools for subject access, browsing, and display. Four features of the DDC were employed to help searchers browse for and match their own subject terms with the online catalog's terminology: (1) subject terms in the DDC Schedules; (2) hierarchical arrays of related terms in the DDC Schedules; (3) subject terms in the DDC Relative Index; and (4) class numbers in the DDC Schedules and Relative Index. The effectiveness of the DDC in an online catalog was tested in online retrieval experiments with library patrons and staff at the Library of Congress, the New York State Library, the Public Library of Columbus and Franklin County (Ohio), and the Mathematics Library of the University of Illinois at Urbana-Champaign. The research findings chiefly address subject searchers' use of a library classification in the information retrieval environment of an online catalog. These findings provide insight into searchers' problems with online displays of the DDC Schedules and Relative Index, bibliographic record displays enhanced with subject information from the DDC, and online catalog capabilities necessary to support searching, displaying, and retrieving library cataloging and classification information. As a research project studying online catalog use, the DDC Online Project furthers general knowledge of library patron use of online catalogs, regardless of the extent to which these catalogs have been enhanced by a library classification. (Author/THC)

ED 268 711 EC 182 315

Pitts, Mark Ellett
Parenting the Rural Gifted.
PUB DATE- Mar 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; Community Resources; Elementary Secondary Education; *Gifted; *Parent Role; Program Development; *Rural Youth

The paper describes the major needs of gifted rural students and suggests ways parents can use nonschool as well as school resources to help meet those needs. Students need guidance to deal with their differentness, to evaluate their strengths and weaknesses, and to make plans for the future. Parents are advised to gather information and create a profile of their child outlining areas of need as well as strengths. Students need broader opportunities for academics, non-academics (such as fine arts and visual arts), and personal contacts for age-group friendships and career role models. Suggestions are offered for making optimum use of resources from within the community and beyond. (CL)

ED 268 924 HE 019 292

Reitenour, Steve

A Search for and Evaluation of Computer-Assisted Instructional Programs in Music for Use at Liberty Baptist College: Societal Factors Affecting Education.

PUB DATE- 27 Aug 84

NOTE- 32p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; *Courseware; Higher Education; *Instructional Material Evaluation; *Media Selection; *Music Education; Rating Scales

IDENTIFIERS- *Liberty Baptist College VA; Software Evaluation

The current use of high technology in music instruction was surveyed, and music-related computer programs appropriate for Liberty Baptist College were recommended. Information on 59 programs was gathered and submitted to a panel of three music instructors, who selected 10 programs for further evaluation. A

Courseware Evaluation Sheet was used to rate the 10 programs. The programs can be divided into four main areas (music theory, band, choir, music appreciation). The 10 subcategories are: music in theory and practice, mode drills, aural skills trainer, polywriter, marching band show design, micro-brass series, Pyware charting aid system, the uniform master, octavo filing system, and music lover's guide series. A listing of the programs according to the score ratings was submitted to the chairpersons of the Department of Music and Art and the Division of Fine Arts so that they might implement one or more of the programs. A list of seven commercial and three noncommercial music computer software programs, including addresses, is provided, along with the author of each program and the cost. A sample Courseware Evaluation Sheet is included for each of the 10 programs, along with scores on separate items and total rating for each program. (SW)

ED 268 966 IR 012 025

Bates, A. W.

New Technology and Its Impact on Conventional and Distance Education. Papers on Information Technology No. 237.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Oct 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Change; *Educational Technology; Foreign Countries; Futures (of Society); *Higher Education; *Nontraditional Education; Open Universities; Politics of Education; Position Papers; Program Descriptions; *Technological Advancement
IDENTIFIERS- *Open University (Great Britain); United Kingdom

This position paper explores the potential of new technology to radically alter both distance education and conventional higher education. It hypothesizes that technological developments could even lead to the demise of the conventional campus-based higher education institution by the year 2000. Instead, people of all ages would be able to study at any period of their life through a mixture of home learning, study at work, and occasional visits to "old" campuses, whose primary function by then would be research and curriculum development. It is predicted that the determining factors for the materialization of this scenario will be political and institutional, not technological or even financial. The following sections are discussed in the context of this hypothesis: Print, Television and Culture; New Communications Technologies (Cable Television and Video-Cassettes, Computer Conferencing, and Computer-Based Audio-Graphic Systems); New Institutional Models; and Political and Institutional Barriers. (THC)

ED 268 668

EA 018 411

Helm, Virginia M.
Copyright Issues in Computer-Assisted Instruction.
PUB DATE- 85
NOTE- 12p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Computer Assisted Instruction; *Computer Networks; *Computer Software; *Copyrights; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; *Microcomputers; School Law
IDENTIFIERS- *Copyright Law Amendments 1980

The 1980 Amendments (P.L. 95-517) to the updated Copyright Law of 1976 contain two major provisions pertaining to computers. First, only one copy of the master copy of a piece of software may be legally duplicated--the backup copy made by the owner for archival purposes. Second, the only other legal copy of the master copy owned by the user is that copy reproduced by inputting the software into the computer in order to utilize the program. The amendment clearly prohibits the unauthorized duplication of copies of a computer program for distribution and use by other than the owner of the master copy. However, it does not directly address (1) using a single-loading master copy to boot up sequentially two or more microcomputers or (2) using a slightly modified master copy in a network of microcomputers. There are at least four other sources or tests for assessing the legality of these software uses: (1) the market effect test, (2) the intended use test, (3) the simultaneous/sequential users test, and (4) the fair use test. However, the otherwise harsh implications of copyright restrictions for the schools are mitigated by (1) licensing agreements that may provide financially beneficial options to schools, (2) technological advances making duplications of tangible copies increasingly difficult, (3) software producers designing programs specifically for use in networks, and (4) greater amounts of high quality/low cost software by nonprofit producers. Until these conditions become more prevalent, educators need to know and abide by the restrictions placed on the use of instructional software by the copyright law. (MLF)

ED 268 729 EC 182 333

Wend, KarenSue; Gil, Linda L.
Linking Environment Design and Curriculum.
Northwest Center Child Development Program, Seattle, WA.

PUB DATE- 85
NOTE- 52p.; For related documents, see EC 182 330-332.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Design; *Curriculum Development; Day Care; *Disabilities; Early Childhood Education; *Environmental Influences; *Mainstreaming; *Teacher Role

The paper examines ways in which classroom design and early childhood curriculum interact to ease the integration of handicapped children into a day care program. General principles of environmental design are addressed, and an example of the Northwest Center's Child Development program is cited to illustrate components of the environment. Ten steps in design are listed, including drawing the classroom floor plan and examining accessibility. Materials are considered in terms of availability and arrangement (such as displaying materials of increasing difficulty on higher shelves). Curricular background information is presented. Action plans are then offered for linking the curriculum to the environment, including design of a personal plan for each child, and for determining the role of the teacher as a facilitator in the classroom environment, including sequence of lesson plans from one week to the next. Appended material includes criteria for designing an environment, classroom inventories and floor plans by age group, lists of materials and equipment for classroom learning centers by age group, a description of curriculum themes and an overall 12-month curriculum, a daily schedule, and a chart of learning objectives. (CL)

ED 268 762 EC 182 366

Avery, Susan; And Others
Elementary Levels Curriculum Handbook: Program for Emotionally Handicapped Students.

Pinellas County School Board, Clearwater, Fla.
PUB DATE- 85
NOTE- 84p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). For the secondary levels handbook see EC 182 367.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Behavior Modification; Curriculum Guides; Elementary Secondary Education; *Emotional Disturbances; *Reinforcement; *Self Control

The curriculum is designed to provide classroom teachers of elementary emotionally handicapped students with a consistent framework of classroom management techniques and mainstreaming procedures. The curriculum is organized around behavioral improvement at six levels, with responsibilities increasing along with priveleges. Minimum requirements are set forth, including class rules, a point system, behavior charting techniques, and parent communications. Each level is examined in terms of minimum length of stay, percent of mastery, student responsibilities, teacher responsibilities, and student priveleges. The affective curriculum is described in terms of such topics as behavior management, self concept, relaxation therapy, and values clarification. Suggested activities comprise the second part of the guide, with ideas on group and individual reinforcers, consequences, time-out, rule writing, reality therapy, and student priveleges. Examples of charting techniques are provided. (CL)

ED 268 778

FL 015 569

Carlson, John E.

A Report on the Foreign Language Exploratory Program's Effectiveness Regarding: (1) Choice of Foreign Language Study, and (2) Retention Rates in Upper Level Courses. Williamsport Area School District, 1981-1985.

PUB DATE- Sep 85

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Elementary Education; *Enrollment Influences; *FLES; Grade 8; *Introductory Courses; *Language Enrollment; *Program Effectiveness; Questionnaires; Second Language Instruction; *Student Educational Objectives; Student Motivation
IDENTIFIERS- *Foreign Language Exploratory Program; Williamsport Area School District PA

This paper analyzes the Williamsport, Pennsylvania, Area School District's foreign language exploration (FLEX) program's effectiveness regarding the students' decisions when electing a sequential program of language courses. The FLEX program in French, German, and Spanish was implemented in three middle schools in the years 1981-85 and was assessed by dual questionnaires, administered in September and in May, and by language enrollment records. Analysis of these data for three school years revealed six student groups: (1) students loyal to their language choices during the school year, (2) students changing languages during the year, (3) students who elected to study a language in September but only decided on a particular language in May, (4) students who decided to study a language in September but decided not to by May, (5) students who elected not to study a language in September but decided to study one by May, and (6) students who remained loyal to their decision not to study a language. Further analysis revealed that the FLEX course experience did influence students in groups 2, 3, 4, and 5 in as many as three out of four cases and that it did not influence students who had chosen not to study a language. In addition, retention rates at some levels in all three languages have improved since the implementation of the FLEX course. Course implementation in earlier grades and rotation of langauge teacher assignment to the FLEX courses are recommended. (MSE)

ED 268 794

FL 015 610

Niemi, Jussi; And Others

Fragile X Speech in Finnish: Phonological Observations.

PUB DATE- 85
NOTE- 11p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Children; Consonants; *Error Patterns; *Language Handicaps; Males; *Mental Retardation; Neurolinguistics; *Phonology; *Speech Handicaps; Vowels
IDENTIFIERS- *Fragile X Syndrome; *X Chromosomal Abnormalities

Analysis of the phonological patterns of two physically normal boys, aged 5 and 8 years, with fragile X syndrome, an X-chromosomal abnormality usually connected with severe to moderate mental retardation, found language features similar to those found in other studies of fragile X speech. Some of these language features are: repetition of initial syllables, perseverations, unintelligibility, and in one or the other child, incoherence, comprehension problems, and fast speech tempo. These linguistic features are similar to speech characteristics of normally-intelligent children with developmental apraxis of speech. Systematic vowel errors and errors in place, manner of articulation, and sonority of consonants were also found. (MSE)

ED 268 810 FL 015 637

Woodruff, Margaret S.

Comprehension and Communication, Fine; But What Do You Do about Grammar?

PUB DATE- 78
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Form Classes (Languages); German; *Grammar; Higher Education; *Nonverbal Communication; Pattern Drills (Language); Secondary Education; Second Language Instruction; Student Participation
IDENTIFIERS- *Total Physical Response

This paper discusses adaptation of the Total Physical Response technique, as used in a college German course, to the learning of grammar in high school second language courses. It is proposed that direct methods involving physical action can be used to teach and test production of almost any traditional grammar item and retain the motivational advantages of active contextual practice. Specific grammatical objectives and appropriate classroom techniques and activities are described for these areas of grammar: use of appropriate pronoun and verb forms to describe actions as they are performed, giving commands that can be acted out, shifting verb tense or voice to give a more precise description of an action being performed, negating sentences, using the appropriate case of objects of verbs and prepositions, producing possessive adjectives and pronouns, using the correct plural forms of familiar nouns, and changing word order when elements are deleted from or added to a sentence. A list of additional drills is appended. (MSE)

ED 268 825 FL 015 670

Brumfit, Christopher
Must Language Teaching Be Communicative?
PUB DATE- 86
NOTE- 10p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Educational Strategies; Foreign Countries; Instructional Improvement; *Learning Motivation; *Learning Strategies; Second Language Instruction; *Teaching Methods
IDENTIFIERS- Ireland

While there have been many gains made in second language instruction as a result of the communicative movement, such as increased sensitivity to learner needs, the movement to some extent, may be considered an extension of a general relativism, promoted at the expense of demanding and serious content. Second language educators have become pessimistic, and could have higher expectations for their students. One solution would be to use more sophisticated content. Another approach worth considering is to address the learner's own identity, linking one's willingness to make errors to one's role as a learner, and viewing language learning as an act of identity. Second language educators need to ask what being a speaker of the second language means in the learner's own social context, what social group the learner would join as a user of that language, what kinds of expressions and understandings are appropriate to a user of that language in the learner's home context, and how the learner would wish to be perceived as a user of the second language. (MSE)

ED 268 869

HE 019 234

Attinasi, Louis C., Jr.

Getting in: Mexican American Students' Perceptions of Their College-Going Behavior with Implications for Their Freshman Year Persistence in the University. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Cognitive Mapping; College Attendance; College Environment; *College Students; Expectation; Higher Education; *Mexican Americans; Minority Groups; Social Integration; Socialization; *Social Theories; *Student Attitudes; *Student Attrition
IDENTIFIERS- *ASHE Annual Meeting; Ethnomethodology; Symbolic Interactionism

Mexican American college students' views about the context influencing their decision to persist or leave the university were studied. Two sociologies of everyday life, symbolic interactionism and ethnomethodology, guided the inquiry. Perceptions of college-going behavior before and during the freshman year were obtained from 18 students and former students. Interviews were conducted 8 to 11 months following the freshman year. Students thought over their lives and recounted experiences related to their own and others' college-going behavior. For each experience, students described ways that others were involved in the experience, as well as their own perceptions. One type of college-going behavior of the Mexican American students was distinguished as pre-matriculation or "getting ready" and included: initial expectation engendering, fraternal modeling, mentor modeling, indirect simulation, and direct simulation. A second type of college-going behavior, post-matriculation or "getting in" behaviors/attitudes, encompassed perceptions of the college: mass, distance, and complexity of the physical surroundings and social and academic environment. Conclusions are offered concerning the effects on persistence of background variables, anticipatory socialization, social integration, and cognitive maps. Four pages of references conclude the report. (SW)

ED 268 896

HE 019 261

Ratcliff, James L.

Social Phenomena Leading to College Founding in Three States: The First Public Two-Year Colleges. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Economic Factors; *Educational Change; *Educational Development; *Educational History; Higher Education; Political Influences; Public Colleges; School Business Relationship; School Community Relationship; *State Colleges; *Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; McCook Junior College NE; *New Colleges; Saginaw Junior College MI; Springfield Junior College MA

The reciprocal relationship of college founding and social factors in the external environment was studied in connection with the first public junior college in three states. The three cases were: Saginaw Junior College (reportedly established in 1895 in Michigan); McCook Junior College (1926, Nebraska); and Springfield Junior College (1917, Massachusetts). Attention was directed to: how the colleges originated and their antecedents; factors leading to the establishment of the college; and the conditions, factors, or persons influencing each school's development. In comparing three local institutional histories, information was obtained from newspapers and college publications, histories of higher education in each state, histories of local and state history, and pertinent journal articles and dissertation. For each of the three colleges, the economy, the civic and business support for public education, and the political environment and its relations with the schools all influenced the nature of college founding. College founding in these cases was related to other aspects of educational reform. It was affected by, and sometimes dependent upon, the success of political, economic, and social reforms. (SW)

ED 268 938 HE 019 306

Washington, Earl M.
Western Michigan University's Black College Program, Swelling the Black Faculty Cohort.
PUB DATE- 86
NOTE- 11p.; Paper presented at the annual conference of the National Association for Equal Opportunity in Higher Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Teachers; Faculty Development; *Faculty Recruitment; Fellowships; *Graduate Study; Higher Education; Professional Training; *Teacher Shortage; Teaching Assistants; *Whites
IDENTIFIERS- *Predominantly White Colleges; *Western Michigan University

The shortage of black faculty at predominantly white institutions is discussed, along with the efforts of Western Michigan University to increase the number of black faculty. Reasons cited for the shortage of black faculty (about 4% of U.S. faculty in 1980 were black) include institutional racism, failure of affirmative action policies, low numbers of black Ph.Ds, declining emphasis on recruiting and retaining minority graduate students, and a discouraging job outlook for new doctorate holders. A decreasing black faculty presence means fewer role models for black graudate students, who may find white colleges inhospitable. Western Michigan University has created The Black College Program to promote the professional development of faculty from historically black institutions. Junior faculty from black schools can enroll in graduate programs to attain advanced degrees or specialized training. Fellowships and assistantships are available, and reciprocal financial support from the home institution is encouraged. The university hopes to increase the number of blacks holding advanced degrees and to recruit graduates to become its faculty, as well as to broaden the exposure of its white faculty and students to the black culture. The home institution may also increase the number of black faculty with advanced degrees. (SW)

ED 268 627 EA 018 340

School Superintendents: Opinions and Status. ERS Educator Opinion Poll.

Educational Research Service, Arlington, Va.

PUB DATE- Dec 85

NOTE- 78p.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 227-00005; $24.00 prepaid; postage and handling will be added to billed orders).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Role; Board Administrator Relationship; Boards of Education; Educational Objectives; Elementary Secondary Education; Job Satisfaction; National Surveys; *School Districts; School Statistics; *Superintendents; Tables (Data)

Eight and one-half percent of the school district superintendents in the United States responded to questionnaires in 1985 concerning their opinions about education, their roles and working conditions, their relations with school boards, their backgrounds and professional interests, and the characteristics of their districts. Tabulations of the results are presented in this report. The superintendents were selected through random sampling of their home districts, with additional districts selected to ensure statistically meaningful sampling of districts at all levels of enrollment. The data are compared in terms of enrollment levels, expenditures per pupil, superintendents' years of experience, community types, and geographical regions. The report discusses the survey methodology and its accuracy, presents a composite portrait of the typical superintendent, and compares large and small districts in terms of their superintendents' characteristics; then presents the tables of data themselves. The 46 tables are divided into seven groups, focusing on professional and personal characteristics, school district profiles, the status and objectives of education, professional development, factors detracting from quality administration, and personal satisfaction with the profession. Highlights of the findings are presented with each table. A technical note concerning survey confidence levels concludes the report. (PGD)

ED 268 655

EA 018 380

Houston, W. Robert, Ed.

Mirrors of Excellence: Reflections for Teacher Education from Training Programs in Ten Corporations and Agencies.

Association of Teacher Educators, Reston, Va.

PUB DATE- 86

NOTE- 69p.

AVAILABLE FROM- Publication Sales, Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 ($6.00 plus $1.00 shipping and handling, prepaid; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)

DESCRIPTORS- Case Studies; *Industrial Training; Inservice Education; Motivation; Organizational Climate; *Staff Development; Teacher Education

Ten separate articles reviewing the training programs operated by 10 corporations and agencies are collected in this booklet. The articles describe the programs and assess their implications for teacher education. An introduction and a summary of the implications complete the document. The titles and authors of the articles are "Introduction: Corporate Training in Perspective," by W. Robert Houston; "Arthur Andersen & Co., Societe Cooperative: Implications from a Big-Eight Accounting Firm," by David M. Byrd, Sharon A. Shrock, and Oliver W. Cummings; "Promoting High Standards Through Training in M. D. Anderson Hospital Division of Nursing," by Hersholt C. Waxman; "Attention to Detail Characterizes Training at the Boeing Company," by Theodore E. Andrews; "Knowledge, Physical Ability, and Integrity Through Training in the Border Patrol," by Robert E. Wright; "The Disney Approach to People Management and Training," by Fanchon F. Funk, Deede Sharpe, and Mildred M. Usher; "Training Programs for Current and Laid-Off Workers at General Motors," by Glenora Irwin Andresen; "Becoming a Sales Representative for Harris-Lanier Thought Processing Division," by Renee Tipton Clift; "Monday Night Motivation at Mary Kay Cosmetics," by Douglas M. Brooks and Kathy Bristow; "Motorola: Multiple Training Programs for Worldwide Microelectronics Manufacturing," by Elizabeth S. Manera; "Southern Company Services, Inc: Successful Employee Development," by Janet Towslee Collier; and "Congruency Between Purpose and Practice in Education," by W. Robert Houston and Billy G. Dixon. Among the conclusions drawn are that (1) administrators should understand and be capable of performing the roles of those under them, and should occasionally perform those roles; (2) new personnel should receive careful supervision and training in the procedures of the organization; (3) operational units should be given responsibility for and held accountable for their own specific functions; (4) an effort should be made to draw personnel into the organizational culture and obtain their commitment to it; (5) personnel should be kept well informaed of developments affecting the organization; (6) continued professional development is essential; (7) opportunities for career growth should be made available; and (8) the motivation of personnel is very important. (PGD)

ED 268 682 EA 018 426

Clear, Delbert K.; Box, John M.

Justiciable Performance Standards for Discharging Incompetent Teachers.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 85

NOTE- 20p.; In: Jones, Thomas N., Ed., and Semler, Darel P., Ed. School Law Update 1985. National Organization on Legal Problems of Education, 1985 (ED 018 409). A revised version of ED 263 677.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Evaluation Criteria; Evaluation Problems; *Models; Performance Factors; School Law; Standards; Teacher Behavior; *Teacher Dismissal; *Teacher Effectiveness; *Teacher Evaluation; Teacher Rights

Dismissals for ineffective teaching, as distinguished from insubordination, immorality, or improper treatment of students, are rare because standards of teaching against which to juxtapose an individual teacher's behavior have not been available. However, abstract performance standards for teachers are beginning to emerge from research on teaching effectiveness. A table, compiled from research as well as field observation and task analyses of teaching in elementary and secondary schools, is presented as a model of stable standards of performance that will withstand judicial scrutiny. The first column heading of the table--behavior or quality--is subdivided into the following five categories: (1) instructional or pedagogical methods, (2) use of subject-matter, (3) direct outcomes of teaching, (4) interpersonal and organizational relationships, and (5) self-renewal. The second column--basis for claim of performance validation--contains letters that refer to authoritative sources of empirical data. The third column--illustrative court decisions--contains numbers that refer to cases cited in footnotes. A review of particular cases that illustrate instructional competency follows the table. The model is intended to provide teachers with comprehensive, stable, and valid performance standards. These standards also can be used to assess the work done, to provide corrective action, and to determine whether improvement has occurred. (MLF)

ED 268 696

EA 018 471

Administration of Maintenance and Operations in California School Districts: A Handbook for School Administrators and Governing Boards.

California State Dept. of Education, Sacramento.

PUB DATE- 86

NOTE- 101p.

AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($6.75 prepaid; California residents add sales tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Budgeting; *Building Operation; Custodian Training; Design Requirements; *Educational Administration; *Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Facility Requirements; Management Systems; Operating Expenses; Program Evaluation; Resource Allocation; School Buildings; School Construction; *School Maintenance; School Safety; State Standards

IDENTIFIERS- *California

This handbook provides information that administrators of maintenance and operations in California schools can use in systematically planning and scheduling school facility support services. The first unit, chapter 1, is designed to help members of school district governing boards establish board policies, regulations, and procedures. Topics covered include facility management, facility standards, personnel policies, selection of equipment and supplies, facility design, and site utilization. The second unit, chapter 2, outlines current practices in the field so that the director of maintenance and operations will be able to implement the policies of the governing board. Topics include the design and implementation of an organizational plan, personnel management, budget preparation, acquisitions, monitoring facilities, and evaluating the maintenance and operations program. The third unit, chapters 3 and 4, describes the functions of maintenance and operations, and suggests organizational procedures that should lead to programmed budgeting, systematic management, and efficient use of personnel. School maintenance is also discussed in the context of inflation, declining enrollments, reduced revenues, and competing budget priorities. The fourth unit, chapter 5, discusses the use of school facilities, energy management, control of hazardous materials, pest control, school security, and access for the handicapped. Appended are excerpts from selected legal references, time schedules for custodial tasks, and evaluation questions for a district's custodial program. (TE)

ED 268 883

HE 019 248

Grace, Judy Diane; Fife, Jonathan D.

A Profile of Student Expectations of Graduate Programs in Higher Education: A Marketing Approach. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; *Course Evaluation; Doctoral Programs; Educational Background; Employment Experience; Expectation; *Graduate Students; Higher Education; *Marketing; Occupational Aspiration; *Postsecondary Education as a Field of Study; Program Evaluation; Student Attitudes; *Student Characteristics; *Student Recruitment

IDENTIFIERS- *ASHE Annual Meeting

Characteristics and job expectations of students taking courses in the field of higher education were investigated, along with student perceptions of their programs. Findings may be helpful in making curricula responsive to student expectations and in developing marketing/recruitment strategies. Eleven questions that relate to client identification for marketing programs in the field of higher education framed the development of the survey form. The survey examined the background of students in the areas of: education, demographics, occupation, perceptions of their programs, and career goals. Responses were received from 18 higher education doctoral programs. Information was obtained on: enrollment in higher education administration programs by sex and race (Caucasian or minority); undergraduate majors of students; grade point average for bachelor's and master's degrees, scores for Graduate Record Exam and Miller Analogy Test; occupational background; concentration (higher education administration, student personnel work, other); geographic accessibility to the program; financing of studies, ways that students learned about the program; skills students want to develop; strengths/weaknesses of the program; and ultimate career goal (faculty, administrator, president, other). The findings are compared to two previous studies. (SW)

Jaffe, A. J.; Froomkin, Joseph

Changes in the Employment Patterns of College-Educated Workers, 1950-75.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.; Froomkin (Joseph) Inc., Washington, D.C.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- Sep 77
NOTE- 94p.
CONTRACT- 300-76-0026
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *College Attendance; *College Graduates; *Education Work Relationship; *Employment Patterns; Employment Statistics; Higher Education; *Labor Market; Occupations; Promotion (Occupational); Salaries; Trend Analysis

The employment of college-educated workers at the start of their careers and promotion patterns for older workers were studied. Attention was directed to the following concerns: the types of jobs available to young college-educated workers in the 1970s compared to the situation for their peers in the 1950s and 1960s; the effect of increased numbers of young college-educated workers on promotion opportunities for older persons with the same level of education; the labor market experience of college graduates compared to persons with some college but less than four years; and work opportunities for college-educated workers resulting from newly-created jobs or openings due to deaths and retirements. Fourteen major occupational groups were divided into four categories based on average total money earnings in 1975: (1) good, (2) intermediate, (3) crafts for men, clerical for women, and (4) low-level. It is concluded that although college graduates in the 1970s have more difficulty obtaining good entry-level jobs than their counterparts during 1950-1970, they have better outcomes than those who completed less than four years of college. The latter, in turn, have better outcomes than those workers with no college at all. Included are detailed tables on labor force mobility by education and occupation. (SW)

ED 268 952

IR 012 007

Powell, James L.
Present Place and the Future of Computing and Technology on the College Campus.

PUB DATE- 4 Oct 85
NOTE- 12p.; Paper presented at the Annuel Meeting of EDUCOM (Austin, TX, October 4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Environment; College Presidents; College Students; Computer Literacy; Computer Software; *Futures (of Society); *Higher Education; Liberal Arts; *Microcomputers; *Technological Advancement
IDENTIFIERS- *Franklin and Marshall College PA

Serious budgetary and administrative questions concerning educational computing and technology confront liberal arts college administrators. What will be the impact of microcomputers and other technologies on a liberal arts education? Since monies are less and less apt to come from outside grants, especially for non-innovative institutions, and many computer companies have ceased offering major discounts or free equipment, where will funds originate? Will distributed computing, with downloading to microcomputers, make the typical computer center obsolete? How will colleges handle increasingly computer-literate students? Several colleges now have found that upwards of 80% of their freshmen will buy a personal computer from the school. In order to ensure compatibility and greater utilization, an official campus machine for students, faculty, administrators, and support staff should be selected. As more and more students and campuses become computerized, the potential software market will expand exponentially. This enormous market will drive the development of more and better truly educational software, ingenious software with interactive capabilities. The computer revolution will change all aspects of college life--instruction, classroom configurations, library use, campus communication, and institutional administration. Decisions must be made to ensure that dollars are spent for the right technology at the appropriate time. Education needs the gains in quality and quantity of work that computing and technology can bring. (JB)

ED 268 712 EC 182 316

McNamara, James F.; And Others
The Role of Extracurricular Activities in High School Education: A Chart Essay on Survey Findings.
Texas A and M Univ., College Station. Coll. of Education.
PUB DATE- 5 Nov 85
NOTE- 35p.; Paper presented at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 2-8, 1985). Prepared at the Gifted and Talented Institute.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Clubs; *Extracurricular Activities; *Gifted; *High Schools; Leadership; School Activities; Student Interests; *Student Participation

The study examined the impact of high school extracurricular activities on learning in 515 award-winning high school students and student leaders. Fifteen research questions are listed (with data reported in separate charts for each question) on such topics as degree of involvement, participation in athletics, effects of numbers of awards and leadership roles, and benefits of extracurricular activities as perceived by students. Implications for practice of administrators, curriculum planners, and teachers are considered, among them that participation in extracurricular activities provides opportunities for belonging as well as for developing maturity and independence. Future research directions are noted. (CL)

ED 268 745

EC 182 349

Bluestone, Michael A.
Decreasing Pica by Targeting Antecedent Scavenging Behaviors.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Behavior Modification; Eating Habits; *Severe Mental Retardation; Young Adults
IDENTIFIERS- *Pica Behavior

A nonverbal, severely retarded, 24-year-old female, who had undergone abdominal surgery due to pica (compulsive eating of inedible substances) participated in the study. Antecendent scavenging behavior was reliably identified and redirected. Pica was prevented by using a short duration physical restraint. Giving non-edible items that might be ingested to staff was reinforced. A modified fencing helmet was used as an adjunct to help control pica. Results indicate that scavenging and resultant pica were both significantly reduced. (CL)

ED 269 007 IR 012 100

Audiovisual Media and the Disabled. AV in Action 1.
Nederlands Bibliotheek en Lektuur Centrum, The Hague (Netherlands).
REPORT NO.- ISBN-90-6252-250-5; NBLC-20324/12560
PUB DATE- 82
NOTE- 41p.; Edited by the International Federation of Library Associations (IFLA) Round Table on Audiovisual Media. For additional reports in this series, see IR 012 101-104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Case Studies; Electronic Equipment; Foreign Countries; *Hearing Impairments; Hospitalized Children; *Library Services; *Nonprint Media; *Physical Disabilities; *Public Libraries; Visual Aids; *Visual Impairments
IDENTIFIERS- Denmark; Sweden; United States

Designed to provide information on public library services to the handicapped, this pamphlet contains case studies from three different countries on various aspects of the provision of audiovisual services to the disabled. The contents include: (1) "The Value of Audiovisual Materials in a Children's Hospital in Sweden" (Lis Byberg); (2) "Danish Use of Audiovisual Materials in Public Library Services to the Blind and Other Groups of Handicapped in Reading" (Bodil Pors); and (3) "Audio and Tactile Books for Blind and Physically Handicapped Individuals in the U.S.A." (Frank K. Cylke, David Kameras, and Martha Robinson). The last paper includes information about the organization and services of the National Library Service for the Blind and Physically Disabled, a Library of Congress program. (JB)

ED 268 641

EA 018 360

Tucker, Null A.; Bray, Su Ellen

Increasing School Productivity through the Assessment of School Leadership.

PUB DATE- 1 Mar 86

NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Educational Research Association (Baton Rouge, LA, March 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Evaluation; *Correlation; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Instructional Leadership; *Principals; School Effectiveness; Surveys; Teacher Administrator Relationship; Teacher Attitudes; Validity

IDENTIFIERS- DeKalb School District GA; *Profile for Assessment of Leaders

The DeKalb County (Georgia) School District has developed a leadership assessment program called the Profile for Assessment of Leaders (PAL) that assesses eight generic competencies: (1) relating to other people, (2) communicating effectively, (3) making decisions, (4) planning and organizing, (5) supervising and evaluating, (6) professional growth, (7) protecting time on task for teacher and student, and (8) holding high expectations of students and teachers. To validate the PAL instrument, the researchers correlated the results of the PAL administrations to district staff over the past two years with those of two other instruments--the DeKalb School Climate Survey and the Time-Off-Task Teacher Survey. The data generated by these three instruments were used in three correlational studies: (1) to determine if the principal's behavior (as scored by his or her staff on the PAL) had any relationship to the time-off-task factors indicated by these teachers; (2) to correlate the PAL scores generated by the staff on the eight generic competencies with the DeKalb School Climate Instrument; and (3) to determine if the total scores on the PAL had any relationship to student test scores, student absences, or teacher absences. Results are tabulated and discussed in detail for each of the three correlational studies. The purpose of the instrument--to identify strengths and weaknesses of principals for the purpose of improvement--was validated, by and large, by these studies. References are included. (TE)

ED 268 811 FL 015 639

Perkins, Kyle; German, Patricia

The Effect of Structural Category Deletions on Information Gain in a Cloze Test.

PUB DATE- Oct 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwest Teachers of English to Speakers of Other Languages (5th, Milwaukee, WI, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cloze Procedure; College Students; *Context Clues; *English (Second Language); Foreign Students; Higher Education; *Language Tests; Learning Processes; Reading Comprehension; Second Language Learning; *Sentence Structure; *Test Construction

A study of the information gained by students in the process of taking a cloze test in English as a second language was conducted with 34 full-time undergraduate foreign students at a state university. The subjects came from a variety of native language backgrounds. A 35-item cloze test was developed in which every eighth word was deleted, beginning with the thirty-second word. Each deletion belonged to one of these structural categories: local (clues found within two words of the blank space), clause (clues found within the simple clause but beyond two words), subordinate sentence (clues found within the subordinate or main clause attached to the clause within which the blank appears), and same paragraph (clues found within the paragraph). The test was administered in a class period, and three weeks later, the intact version of the entire passage was given to the class to read, followed immediately by a second administration of the same cloze test. Exact-word scoring was used. Analysis of the pre-and post-test results showed a significant improvement in scores, but indicated that the location of clues had no significant effect on the responses. The results suggest that the structural categories of the deletions are not crucial in the linguistic processing of written text. (MSE)

ED 268 826 FL 015 671

Rinvolucri, Mario

Recipes for Tired Teachers.

PUB DATE- 86
NOTE- 8p.; In: New Approaches in the Language Classroom: Coping with Change. Proceedings of the National Modern Languages Convention (2nd, Dublin, Ireland, January 31-February 1, 1986); see FL 015 669.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *Grammar; Listening Comprehension; *Second Language Instruction; Sentence Structure; Story Telling; *Student Motivation; *Vocabulary Development

Four classroom exercises for second language instruction are described. In the first exercise, the teacher tells a story from a skeleton outline. Then the teacher pairs the students, provides them with a series of questions about the story, and invites them to cross out the ones they do not like and then to ask their preferred questions of another pair of participants. The second exercise has students choose one sentence or phrase they liked from a brief passage and discuss the reasons for the choice. The third exercise is concerned with vocabulary review. From a list presented, each student chooses two attractive and two unattractive words and then explains the choices to the class. The fourth exercise, a grammar auction, provides students with a notional sum of money and allows them to bid on sentences according to their grammaticality. (MSE)

ED 268 841

FL 015 686

Little, D. G.; Grant, A. J.

Learning German without a Teacher: Report on a Self-instructional Programme for Undergraduate Students of Engineering Science at Trinity College Dublin, 1982-84. CLCS Occasional Paper No. 14.

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.

PUB DATE- 86

NOTE- 63p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; College Second Language Programs; *Counseling Services; Engineering Education; Foreign Countries; *German; Higher Education; *Independent Study; Instructional Materials; *Languages for Special Purposes; Program Descriptions; *Program Design; Second Language Learning; Student Motivation; Testing

IDENTIFIERS- *Trinity College (Ireland)

A self-instructional program in German for undergraduate students of engineering at Trinity College, Dublin, was developed based on a questionnaire of student needs, language experience, and preferred instructional methods. The course design and instructional materials for the program emphasized oral/aural skills; moreover, counseling and academic advising were provided. Small-group interviews were conducted both at the beginning of and during the instructional program to assess student needs and attitudes about their instruction. Academic assessment was provided at two levels, beginning and intermediate, at the students' option, and consisted of oral and written components. Nine students completed the first program cycle and performed adequately or better on the final test. The independent study aspect of the program was found to respond adequately to the individual needs, levels, and learning styles of the students. It was also found that the counseling structure should cover a wide range of therapeutic and pedagogic functions, even in a very small group, but that some students function and achieve well with little or no support. (MSE)

Davoren, Donna Christian
Annual Enrollment, Auditing, Nonstandard Instruction and Credit-Awarding Activities in Arkansas Institutions of Higher Education. Report 83-1.
Arkansas State Dept. of Higher Education, Little Rock.
PUB DATE- May 84
NOTE- 110p.; Parts of document printed on colored paper and contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Credits; College Programs; College Students; *Enrollment Trends; Equivalency Tests; *Full Time Equivalency; Graduate Study; *Higher Education; *Nontraditional Education; Prior Learning; Private Colleges; State Colleges; *State Surveys; Trend Analysis; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Arkansas

Data on full-time equivalent (FTE) enrollment, student semester credit hour (SSCH) production trends, and nontraditional instruction are presented for Arkansas colleges and universities. FTE enrollment is reported for each two- and four-year state institution, including trends for 1973-1983. Data are reported on SSCH production program area and four levels of study, 1978-1983, and separately for the education field and for six occupational fields. For both state-supported and private two- and four-year institutions, data are provided on 1982-1983 SSCH for nontraditional activities (i.e., auditing classes, high school/college cooperative enrollment, instruction through various alternative media/modes, credit-awarding activities, and off-campus enrollment). In reporting SSCH production, the Classification of Instructional Programs has been used since 1982-1983. Findings include: FTE enrollment rose to 55,183 during 1982-1983; two-year institutions' FTE enrollment was up 6.2% over the previous year, compared to an increase of 1.4% for the four-year schools; undergraduate SSCH was up 22.9% over the 5-year period since 1978-1979, while graduate SSCH production was down 8.9% over the same period. (SW)

ED 268 925

HE 019 293

Reitenour, Steve

The Application of the Gestalt Theory of Learning to the Classical Music Style Periods. Learning Theories and Application.

PUB DATE- 17 Jul 84
NOTE- 18p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Comparative Analysis; Higher Education; History; *Knowledge Level; *Majors (Students); Musical Composition; Music Appreciation; *Music Education; *Nonmajors; Objective Tests
IDENTIFIERS- *Gestalt Psychology; *Liberty Baptist College VA

Students' understanding of musical style periods was assessed at Liberty Baptist College. The investigation was prompted by evidence suggesting that non-music majors who complete a music appreciation course understand a broad overview of music history better than music majors who complete music history courses. Compared to the music history classes, the music appreciation classes tend to more closely follow the Gestalt theory of learning, which involves learning whole concepts rather than individual facts. To determine whether music majors or non-music majors better understood a broad overview of various style periods, a test consisting of 25 multiple-choice items was developed and validated. The test was administered to 37 non-majors after they completed their music appreciation course and to all music majors after they completed the music history courses. It was found that non-music majors understood the broad overview of the style periods better than music majors. The college had been encouraged to require music majors to take a Gestalt-based (overview) course before taking the standard music history courses. The overview musical style periods test is appended. (SW)

ED 268 967 IR 012 028

Lawry, Constance M.
The Use of Satellite Teleconferencing for the Delivery of Staff Development Programs.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual National Inservice Conference (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; *Continuing Education; Educational Facilities; *Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Program Descriptions; *Staff Development; Telecommunications; *Teleconferencing
IDENTIFIERS- *Oklahoma State University; Video Teleconferencing

In 1983, Oklahoma State University (OSU) dedicated a multi-million-dollar Telecommunications Center, equipped with state-of-the-art facilities for the production of live video and audio conferences as well as taped instructional materials. The center was also equipped with a downlink for the reception of programs transmitted by satellite. Unlike many similar facilities, OSU's facilities also included an uplink, a powerful dish capable of transmitting signals directly to a satellite orbiting the earth, for receiving by other facilities. Many teleconferences have been produced by OSU since 1983, and this paper concentrates primarily on the College of Education's use of satellite teleconferencing for the delivery of continuing education (or staff development) programming for school teachers and administrators. Three staff development teleconferences broadcast by the college during the 1984-85 academic year are described in detail and planning, development, design, and marketing efforts for these programs are discussed. Questions often raised about the quality and value of the interaction possible via teleconferencing, and the advantages and disadvantages of teleconferencing are also discussed. Appended materials include a list of staff development teleconferences planned for the 1985-86 academic year and pricing information for the series. (THC)

Sepstrup, Preben

The Electronic Dilemma of TV Advertising: Documentation, The Reactions of Business, Cultural Consequences and Consumer Implications. Working Paper No. 2.

Aarhus School of Business Administration & Economics (Denmark).

PUB DATE- Jan 86

NOTE- 79p.

AVAILABLE FROM- Department of Marketing, Aarhus School of Business Administration & Economics, Ryhavevej 8, DK-8210 Aarhus V, Denmark (free).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Audiences; Communications Satellites; *Consumer Economics; *Cultural Context; Foreign Countries; Mass Media; Policy; *Programing (Broadcast); Public Television; Purchasing; *Technological Advancement; Technological Literacy; *Television Commercials; Television Viewing; *Video Equipment

IDENTIFIERS- Europe (West)

This discussion of the influence of advertising on the development of new media covers ways in which advertising uses the media and the implications of new information technologies for consumers and marketing activities. The first of four sections describes how television advertising has been altered by the development of new technologies--cable, satellites, and data processing--and outlines the consequences of these technological developments for broadcasters and advertisers. Part 2 explains and demonstrates with empirical data the electronic dilemma of advertising, i.e., how viewers avoid commercials through mental absence, physical absence, channel switching, use of the fast-forward button on videotaped programs, and use of remote control to "zap" commercials. Part 3 describes and summarizes measures taken by the media and advertising industry in the United States and Europe to counteract this dilemma and to exploit new possibilities associated with information technologies. Finally, Part 4, which is written from a European perspective, identifies the cultural consequences and implications for consumers of these countermeasures, and proposes public policy measures to counteract unwanted cultural or consumer consequences. A five-page list of references is provided. (JB)

ED 268 994 IR 012 075

Carmichael, Hilda W.; And Others

Computers, Children and Classrooms: A Multisite Evaluation of the Creative Use of Microcomputers by Elementary School Children. Final Report.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-0665-3

PUB DATE- 85

NOTE- 450p.

AVAILABLE FROM- Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adoption (Ideas); *Computer Literacy; Computer Software; *Creative Activities; Elementary Education; Interpersonal Relationship; *Microcomputers; Naturalistic Observation; Programing; Questionnaires; Research Methodology; Self Esteem; Sex Differences; Special Education; *Student Attitudes; Tables (Data)

IDENTIFIERS- LOGO Programing Language

This study examined the creative uses of computers in elementary schools and their impact on student's confidence and self-esteem, student-student interaction, student-teacher interaction, male and female students, classroom management, the role of the teacher, special education, teacher training, teachers not involved in the study, and curricular areas such as computer literacy, learning Logo as a programming language, problem-solving and problem-creation, mathematics, oral communication, reading and writing, the arts, and values and the individual and society. Findings are based on intensive examinations of real classrooms over a 2-year period. A total of 433 students in 18 classrooms that involved 13 different teachers were studied; of these, 5 teachers and 40 students were involved in the study for 2 years. Classrooms had 1 to 5 computers over the entire school year, or students had access to a computer laboratory. Logo and word processing were studied extensively; the use of a graphics tablet and Musicland were explored for short periods. Findings indicate that the creative use of computers fosters the development of independent and original thinking and that an environment that encourages exploration leads to extensive social interaction among students; in addition, students become more willing to express, refine, or revise their ideas. A significantly greater proportion of students experienced an increase in their confidence and self-esteem if their teacher was able to give them autonomy over their learning. The impact on students' attention span and cognitive development in the special education classes was also significant. Appendices and selected references are provided. (Author/JB)

ED 269 022 IR 051 499

Thomas, Sarah E.
End-User Searching Services. SPEC Kit 122.
Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Mar 86
NOTE- 134p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00 per issue. Subscription service is available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Libraries; Databases; Foreign Countries; Higher Education; *Instructional Materials; Library Cooperation; *Library Services; Library Surveys; *Online Searching; Online Systems; Program Descriptions; *Publicity; Research Libraries; Search Strategies; *Users (Information); User Satisfaction (Information)
IDENTIFIERS- Canada; United States

In mid-1985, researchers contacted librarians at 23 United States and Canadian universities to determine what end-user activities were taking place with the involvement and cooperation of the library. Although most of those contacted were members of the Association of Research Libraries (ARL), a few non-ARL libraries known to have active end-user programs were also called. This Systems and Procedures Exchange Center (SPEC) kit contains information on the SPEC telephone survey (questions asked and libraries contacted); one grant proposal (University of Illinois); five program descriptions (Cornell University, Memphis State University, Pennsylvania State University, Texas A&M University, and University of Pennsylvania), four examples of publicity (same libraries as above except for Pennsylvania State); nine sets of instructional aids and references tools (same libraries as program descriptions--two items from Pennsylvania State--plus Drexel University, Johns Hopkins University, and University of Ottawa);

six evaluation/questionnaires (Cornell, Drexel, Memphis State, Pennsylvania State, and Texas A&M Universities, and University of Ottawa); and a select bibliography. A brief introductory summary covers planning and implementation of end-user searching programs; types of support programs; appraisal instruments to measure patron satisfaction; and trends and needs. (THC)

ED 268 746

EC 182 350

Shaughnessy, Michael F.

Cognitive Structures of the Gifted: Theoretical Perspectives, Factor Analysis, Triarchic Theories of Intelligence, and Insight Issues.

PUB DATE- Aug 85

NOTE- 13p.; Paper presented at the World Conference on Gifted and Talented Children (6th, Hamburg, West Germany, August 5-9, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; Factor Analysis; *Gifted; Intelligence; Meta Analysis; *Theories

The paper reviews research on the cognitive structures of gifted students. Theories of R. Sternberg and his triarchic model of intelligence are described. Sternberg asserts that three processes appear to account for insight: selective encoding, selective combination, and selective comparison. H. Gardner's perspective citing six types of intelligence is also discussed. An attempt at meta-analysis of these perspectives is offered, and it is concluded that gifted students process information more quickly, more expediently, and more insightfully than others, and that they are highly perceptive and insightful in their combining, comparing, and encoding of information. Domains in which gifted students can be distinguished from non-gifted students are identified. (CL)

ED 268 763

EC 182 367

Avery, Susan; And Others

Secondary Levels Curriculum Handbook Program for Emotionally Handicapped Students.

Pinellas County School Board, Clearwater, Fla.

PUB DATE- 85

NOTE- 140p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). For the elementary levels handbook, see EC 182 366.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Affective Behavior; *Behavior Modification; *Curriculum Development; *Emotional Disturbances; *Interpersonal Competence; Problem Solving; Relaxation Training; Secondary Education; Student Role; Teacher Role

The paper is intended as a guide to the levels curriculum for teachers of emotionally handicapped secondary students. The levels curriculum is introduced as a motivational system for behavioral improvement based on a series of steps with increasing student priveleges and responsibilities. Students develop individual goals and learn communication, social, and problem solving skills in affective groups. The curriculum is organized on three basic levels plus an orientation and a disciplinary level. The levels are explained in terms of eligibility, purpose, teacher responsibilities, student responsibilities, student privileges, and criteria for advancement. A section on behavior management addresses such topics as assertive discipline, behavior modification, contingency management, and the differences between discipline and punishment. A discussion of affective education includes guidelines for providing feedback, role playing, life space interviewing, and reality therapy, along with a list of inappropriate responses for communicating with students. Eight relaxation lessons are also included. A section on recordkeeping covers such aspects as anecdotal records, daily levels graphs, mainstream progress reports, and behavior agreements. Bibliographies on behavior management and affective education conclude the document. (CL)

ED 268 779

FL 015 591

English Teaching Profile: Czechoslovakia.

British Council, London (England). English Language and Literature Div.

PUB DATE- Feb 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Literacy; Literature; Postsecondary Education; Second Language Instruction; Teacher Education; Technical Assistance
IDENTIFIERS- *Czechoslovakia

A review of the status of English language instruction in Czechoslovakia begins with an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels. The review also covers the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that English is increasingly the language for scientific and other international meetings, and that it enjoys wide popularity among young people. Although not compulsory in the secondary school system, English is an option that has overtaken French and German. It is the most popular language studied in higher education. (MSE)

ED 268 795 FL 015 611

Obler, L. K.
The Great Neurolinguistics Methodology Debate.
PUB DATE- 85
NOTE- 21p.; In: Neurolinguistic Papers: Proceedings of the Finnish Conference of Neurolinguistics (2nd, Joensuu, Finland, May 31-June 1, 1985); see FL 015 600.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Case Studies; Comparative Analysis; *Experimental Groups; *Neurolinguistics; *Research Design; *Research Methodology

A major debate exists in the neuropsychology community concerning whether case study is preferable to group study of brain-damaged patients. So far, the discussion has been limited to the advantages and disadvantages of both methods, with the assumption that neurolinguists pursue a single goal attainable by one or the other method. Practical considerations determine the substance and methodologies of research, and they often influence and constrain the questions asked, contrary to a popular myth that the research question comes first. A historical review of case and group studies and their contributions to the development of neurolinguistics, and of some work in progress or recently completed, including some studies using a hybrid design, reveals a wide range of options between the pure case study and ideal large group study, with specific benefits found in each. There is a logical progression to the kinds of studies the behavioral scientist can do: first, a phenomenological study, either case or group, to describe what may be pertinent to the topic; then, examination of the phenomenon's frequency of occurrence, its elements, and perhaps their interactions; studies of different subgroups; and finally descriptive or theory-driven group studies of the phenomenon's universality. (MSE)

ED 268 870 HE 019 235

Alpert, Daniel

Organizational Models and Mythologies of the American Research University. ASHE 1986 Annual Meeting Paper.

PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; College Administration; College Environment; *College Role; Governance; Government School Relationship; Higher Education; Institutional Autonomy; Institutional Mission; *Models; Organizational Climate; *Organizational Theories; Reputation; *Research; *Research Universities; School Business Relationship; *School Organization
IDENTIFIERS- *ASHE Annual Meeting

Features of the matrix model of the research university and myths about the academic enterprise are described, along with serious dissonances in the U.S. university system. The linear model, from which the matrix model evolved, describes the university's structure, perceived mission, and organizational behavior. A matrix model portrays in concise, visual terms key features of the organization and mission of the comprehensive research university and its interdependent relationships with other universities and external agencies. An organizational map highlights the orthogonal roles of administrative and intellectual leaders, the negative consequences of preoccupation with institutional rankings, and the inadequacies of organizational structures for relating the basic research mission to the undergraduate instruction and public service missions. The "theory" of the university, often embedded in an outmoded mythology, also contributes to serious dissonances in the academic enterprise. The structure and theory must both be reconsidered in efforts to reconceive the role of the major research universities in the postindustrial society. (Author/SW)

ED 268 897

HE 019 262

Breier, Barbara E.

Changes in Program Review: A Case Study. ASHE 1986 Annual Meeting Paper.

PUB DATE- Feb 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Antonio, TX, February 20-23, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; *College Programs; Comparative Analysis; *Educational Policy; Higher Education; Intervention;

Participant Satisfaction; *Policy Formation; *Program Evaluation; Schools of Education; State Boards of Education; *State Universities

IDENTIFIERS- *ASHE Annual Meeting; Emporia State University KS; *Kansas; Kansas State University; University of Kansas

The program review process in Kansas Regent's institutions was studied, based on Guba's three policy types: policy-in-intention (statements about policy); policy-in-implementation (behaviors/activities found in the process of implementing policy); and policy-in-experience (constructions/perceptions of individuals as they experienced the policy enactment). The program review process of the University of Kansas School of Education was assessed and compared with processes at the Emporia State University and Kansas State University. Specific objectives were to: determine whether discrepencies existed between policy-in-intention and policy-in-experience; identify factors in the implementation process that produced discrepancies; and recommend interventions that would reduce the discrepancy between the processes of intention, implementation, and experience. In addition to examining documents and records of the colleges, interviews were conducted with staff members. It was found that Guba's policy types were helpful in viewing the program review process. Of four policy intentions for conducting the program review, only one, strengthening the role of the Board of Regents, was not accomplished as desired. Participants perceived the process differently depending on their role. Additional findings are covered. (SW)

ED 268 939

HE 019 307

Balfour, Linda, Comp.; And Others

Statistical Abstract of Higher Education in North Carolina, 1985-86.

North Carolina Univ., Chapel Hill.
PUB DATE- Apr 86
NOTE- 250p.; Parts of document contain small print.
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Aptitude Tests; College Applicants; College Faculty; College Libraries; College Transfer Students; *Degrees (Academic); *Enrollment Trends; *Higher Education; Institutional Characteristics; *State Surveys; Student Financial Aid; Teacher Characteristics; Tuition
IDENTIFIERS- *North Carolina

Statistical data on higher education activities in North Carolina during 1985-1986 includes simple counts of enrollment and degrees conferred, as well as complex analyses of the flow of student transfers among institutions. The following sections are presented:

current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, cost to students, admissions, student financial aid, student housing, and general. Among the 83 statistical tables are the following: headcount enrollment in state institutions by institution, residence status, full- and part-time status, and sex; headcount enrollment in community colleges and technical institutes and colleges by institution; average age of total headcount in the University of North Carolina; home county of in-state undergraduate students by institution; undergraduate transfers to North Carolina institutions by type of institution; number and percent of degrees conferred by North Carolina institutions by field of study, type of institution, and level of degrees; academic rank and sex of full-time faculty in North Carolina institutions; undergraduate tuition and required fees combined; average Scholastic Aptitude Test scores of entering freshmen; and financial aid for professional students. (SW)

ED 268 713 EC 182 317

Perryman, Lynne B.

Practices of Curriculum Development for the Gifted Students.

PUB DATE- Dec 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; *Curriculum Development; Elementary Secondary Education; *Gifted; Teaching Methods

The paper reviews definitions of differentiated curricula for gifted students and considers approaches for differentiation. Curriculum content can be modified by making it more abstract, more complex, more varied, and organized differently from the regular curriculum. Process modification can be accomplished through higher level thinking, divergent thinking, discovery learning, problem solving, and logic. Each approach is briefly explained, as is using a variety of methods and formats. Student products can be modified as well via independent study, projects, learning centers, and packets. Finally, the learning environment can be modified to promote independence, encourage higher levels of thinking, and facilitate creativity. (CL)

ED 268 911 HE 019 278

Brodeur, Doris R.

What Does Your Course Syllabus Communicate?
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- Illinois State University, College of Education, 232 De Garmo Hall, Normal, IL 61761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; *Course Content; *Course Descriptions; Course Objectives; Course Organization; *Educational Objectives; *Evaluation Methods; Grading; Guidelines; Higher Education; *Student Evaluation

Elements that might be included in a course syllabus are discussed, and reasons for a well-written syllabus are briefly noted. The following syllabus elements are covered: course description, course objectives, course structure, textbook and required materials, recommended optional materials, course schedule, deadlines, evaluation methods, policy on re-tests, attendance, statement on plagiarism and cheating, and resource and reference lists. Included are examples of course descriptions, which provide in two or three sentences an overview or general purpose of the course. A list of possible course objectives, which need to clearly communicate expected performance, is also provided, along with an example of how to describe a course structure, which may involve many formats (e.g., lectures, laboratory, contract plan, field trips). Advice on developing the course schedule and on setting and specifying deadlines addresses difficulty students often have in pacing themselves. The following evaluation methods are considered: assignments, examinations, and the grading system. Use of weighting or percentage systems for grades is briefly addressed, and policies on tests and ways of evaluating students are noted. (SW)

ED 268 953 IR 012 008

Gjelten, Tom
Scotia, California: What Difference Do Classroom Computers Make?
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 38p.
CONTRACT- NIE-P-82-0080
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Case Studies; *Change Agents; *Computer Assisted Instruction; Computer Literacy; Elementary Education; Lumber Industry; *Microcomputers; Programing; *Rural Schools; School Districts; *Small Schools; Teacher Attitudes
IDENTIFIERS- *Company Towns; Computer Games; TRS 80 Model III

Microcomputers were introduced into the Scotia Union School District in rural northern California in 1979 when the district superintendent-principal proposed using part of a "forest reserve grant" from the United States Forest Service in California to purchase two microcomputers, one for use in the special education classroom and the other for use in the school office. The paper details the evolution of the acceptance of microcomputers by faculty, students, and the community until the fall of 1984, when there were 15 computers in use in the school. In a 5-year period, the school had gone from being totally untouched by computer technology to having a reputation as one of the leading rural users of microcomputers in the state of California. This assessment of the conditions which led to the expansion of computer technology in Scotia provides insight into that process as it might occur in other rural settings. The case study includes discussions of the community setting; the growth of computer usage in Scotia; its impact on teaching and learning; and future prospects. (THC)

ED 269 008

IR 012 101

Spruit, Ed.
Audiovisual Media in the Dutch Public Library. AV in Action 2.
Nederlands Bibliotheek en Lektuur Centrum, The Hague (Netherlands).
REPORT NO.- ISBN-90-6252-251-3; NBLC-21302/17471
PUB DATE- 83
NOTE- 65p.; Edited by the International Federation of Library Associations (IFLA) Round Table on Audiovisual Media. For additional reports in this series, see IR 012 100-104. Translated by Michael Mann and Joni Mann-Schipper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- Cataloging; Foreign Countries; *Library Collections; Library Equipment; Library Facilities; Library Materials; *Library Material Selection; *Nonprint Media; *Public Libraries
IDENTIFIERS- *Netherlands

Based mainly on the experiences of seven Dutch public libraries during a 5-year study, this report discusses issues related to the integration of audiovisual materials and equipment into existing library collections. Following a brief introduction, its contents are divided into chapters: (1) Collection Building; (2) Processing; (3) Cataloguing; (4) Accommodating Audiovisual Materials; (5) The Lending of Audiovisual Materials; (6) The Equipment; (7) Use of Materials and Equipment in the Library; (8) Lay-Out of the Library; (9) Staff; and (10) Future Expectations. Topics addressed include the range of possible audiovisual materials, selection aids, acquisition, supply, withdrawals, composition of the collection, standardization, standards of the collection, suggestions for basic collections, materials processing, storage materials, integration philosophies, music and non-music collections, the children's department, open and closed access, public demand, borrowers, lending conditions, theft prevention, collection control, compensation for loss or damage, selection criteria, maintenance, furniture, staff requirements, and staff training. The final chapter presents 17 conclusions and 14 recommendations for the Dutch Centre for Public Libraries and Literature (NBLC) and Dutch public libraries. (JB)

DOCUMENT RESUME

ED 269 023 IR 051 500

Colson, Harold
Federal HMO Policy: A Library Research Exercise.
PUB DATE- Jan 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; *Federal Government; Higher Education; Information Seeking; *Library Instruction; *Library Skills; *Public Administration Education; Public Health Legislation; Public Policy; *Reference Materials; Workbooks
IDENTIFIERS- *Auburn University AL

This work is designed to help introduce students in the Master of Public Administration program at Auburn University to the major types of research material that are available in the Ralph Brown Draughon Library. The exercise simulates a typical research process by posing a series of questions about a specific issue in the public administration field, namely the development and implementation of federal government policy on health maintenance organizations (HMO). The questions involve the identification and use of relevant books, articles, dissertations, hearings, reports, statutes, regulations, and court cases. A list of appropriate library reference tools and an answer key accompany the exercise, which is administered following an introductory lecture-tour. The average time required to complete the assignment is approximately five hours. (Author)

DOCUMENT RESUME

ED 269 038 IR 051 515

Baum, Nathan; And Others
Introduction to the Stony Brook Library: A Self-Paced Workbook for INT 150.
State Univ. of New York, Stony Brook.
PUB DATE- 84
NOTE- 78p.; Sample citations contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Instruction; *Library Services; *Library Skills; *Online Searching; *Reference Materials; Research Libraries; Search Strategies; Workbooks
IDENTIFIERS- *State University of New York Stony Brook

Designed to acquaint Stony Brook students with the facilities and resources of their library, this workbook in library skills is used in conjunction with courses offered at the State University of New York at Stony Brook. It is organized into chapters dealing with types of materials rather than by area of the library. Each chapter has an introductory section explaining the materials covered, followed by a set of questions to be answered individually by students. Individual chapters cover: (1) Introduction to the Stony Brook Library; (2) The Author-Title Catalog; (3) How to Find Books on Your Topic Using the Subject Catalog; (4) Using Encyclopedias; (5) Subject Bibliographies; (6) Periodical Indexes and Abstracting Sources; (7) Newspapers; (8) Other Approaches to Researching Current Affairs; (9) United States Government Documents; (10) Social and Economic Statistics; (11) The Library and Computer Searching; and (12) Search Strategy. Examples of catalog cards and other forms are included as well as a list of objectives for each chapter. (THC)

DOCUMENT RESUME

ED 269 051 JC 860 195

Rosenwasser, Marie
Basic Skills Education in Washington Community Colleges: FTE's, Ratios, Student Characteristics, Course Characteristics, Course Codes. Report II: 1984-1985 Data. Revised.
Council on Learning Assistance Services, Ocean Shores, WA.; Washington State Board for Community Coll. Education, Olympia.
PUB DATE- Apr 86
NOTE- 138p.; Paper submitted to the Instructional Commission of the Deans of Instruction of Washington's Community Colleges. For a related document, see JC 860 194.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; Community Colleges; Courses; *Developmental Studies Programs; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; *Remedial Instruction; State Surveys; *Student Characteristics; Teacher Student Ratio; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington

A research project was conducted by the Council on Learning Assistance (CLAS) to gain a clearer understanding of the extent and nature of basic skills education in Washington's community colleges. During the study, course information and enrollment statistics for 1984-85 were solicited from CLAS representatives and deans of instruction in an effort to determine what percent of total instructional effort is devoted to basic skills/developmental education; whether the amount of effort varied from quarter to quarter; the number of students in one, two, or three basic skills courses; what percentage of basic skills enrollment is made up of reading only, writing only, reading and writing combined, and math; and what course numbering systems are used. Study findings included the following: (1) for the four quarters of 1984-85, 16.82% of the Washington community college system's full-time equivalent (FTE) enrollment was generated by basic skills classes; (2) basic skills enrollments increased significantly during the summer term; (3) campus student/faculty ratios ranged from a high of 64:1 to a low of 17:1, with an average ratio of 33:1; (4) 64% of the basic skills students were enrolled in one developmental course, 15% in two courses, and 21% in three or more courses; and (5) except for the summer quarter, the majority of students were attending full-time. Extensive appendices present enrollment, student characteristics, student/faculty ratio, and course numbering data for each campus and the system as a whole. (AYC)

DOCUMENT RESUME

ED 269 064 JC 860 208

Osborn, Frances P.
Current Job Outlook for MCC Students.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- Feb 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Community Colleges; *Demand Occupations; *Employment Opportunities; *Employment Patterns; *Employment Projections; School Business Relationship; School Community Relationship; Two Year Colleges; *Two Year College Students

An analysis of the current job market for students at Monroe Community College (MCC) in Rochester, New York, was conducted to identify directions that would not only enhance MCC's contributions to the local community, but also to its students' future success. Job market data revealed the following trends: (1) the last decade has shown a profound shift away from manufacturing toward a service and information-based economy; (2) Rochester, which has always had a greater percentage of manufacturing employment than the national average, has also experienced a decline in manufacturing; (3) the Rochester industries that announced expansion plans between 1983-85 were not high technology industries; (4) a recent survey of job vacancies indicated that Rochester demands a highly educated workforce; and (5) though many of Rochester's industrial needs were being addressed by MCC programs, there were still gaps, including a need for greater international emphasis in programs. The bulk of the report consists of data tables showing changes in employment by industry; trends in Monroe County employment; company expansions announced, 1983-85; changes in employment in the Rochester area; manufacturing and non-manufacturing employment; unemployment rates; earnings; job vacancies; employment levels in high-technology and non-high-technology industries; export of manufactured products by county; and employment projections. (EJV)

DOCUMENT RESUME

ED 269 079 JC 860 223

Reed, Cheryl B.
Follow-Up of 1984 Graduates. Research Report Number 44.
Howard Community Coll., Columbia, MD. Office on Institutional Research.
PUB DATE- Apr 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Transfer Students; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; School Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

A study was conducted at Howard Community College (HCC) to provide a comprehensive profile of all students who graduated with a degree or certificate from HCC in 1984. Survey questionnaires were sent to all 267 graduates, requesting information on current employment/educational status, primary reason for attending HCC, achievement of goals, satisfaction with instructional quality and overall institutional quality, reason for enrolling at HCC, year of first attendance, full-/part-time enrollment status, transfer experiences, and employment. Study findings, based on a 56% response rate, included the following: (1) 93% of the responding graduates indicated that they had achieved their goals at HCC; (2) over 90% were extremely satisfied or satisfied with the quality of classroom instruction and the overall quality of the college; (3) the most popular programs were nursing, business management, secretarial science, data processing, biomedical engineering technology, business administration, and general studies; (4) 45% had entered HCC with the intention of taking courses without working towards a degree or certificate; (5) 37% transferred to another institution, representing 80% of the students who entered HCC with transfer as their major goal. The bulk of the study report consists of graphs showing HCC findings, often in contrast with statewide results. The survey instrument is appended. (AYC)

DOCUMENT RESUME

ED 269 093 JC 860 242

Williams, James M.
A Study of Professional Development Practices of Part-Time Instructors at Selected League for Innovation Community Colleges. A League Report.
SPONS. AGENCY- League for Innovation in the Community Coll., Laguna Hills, CA.
PUB DATE- 85
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; *Community Colleges; Faculty College Relationship; *Faculty Development; *Part Time Faculty; Professional Development; *Teacher Attitudes; Two Year Colleges

A study was conducted to collect data on the professional development status of part-time faculty in community colleges and to develop recommendations for an improved approach to staff development for part-time staff. The study includes an extensive review of the literature and a mailed survey involving 1,140 part-time faculty from selected League for Innovation colleges. The survey instrument requested information on pre-service orientation, conditions of employment, policies and procedures, the college, its students, in-service development, support for teaching, professional work environment, professional growth opportunities, and faculty characteristics. Study findings, based on a 46% response rate, included the following: (1) respondents with full-time jobs and those without full-time jobs expressed virtually the same degree of satisfaction with pre-service orientation and in-service development; (2) part-time faculty indicated that the most important information to have about conditions of employment related to their teaching assignment, while information about the nature of the part-time position was felt to be of least importance; (3) respondents expressed the least amount of satisfaction with the policy/procedures information they had received about instructor absenteeism; (4) 55.1% of the respondents were receiving in-service training related to support for teaching, professional work environment, and professional growth opportunities. The survey instrument and recommendations and implications for future studies are included in the study report. (EJV)

DOCUMENT RESUME

ED 269 106 JC 860 257

Duncan, Roberto
Four Models for Increasing Student Retention at the Community College of Denver.
Denver Community Coll., CO. Admissions & Advising Center.
PUB DATE- Aug 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; Adult Students; College Attendance; College Freshmen; Community Colleges; *Dropout Prevention; Dropout Research; *High Risk Students; Program Development; Questionnaires; *School Holding Power; School Surveys; Student Attitudes; *Student Attrition; Two Year Colleges; Two Year College Students; Withdrawal (Education)

Drawing from a review of the literature on issues related to student retention and attrition, and research on student attitudes toward the Community College of Denver (CCD), this report suggests four models for student retention programs for different two-year college student groups. Following introductory material on the project, a literature review is presented, covering areas such as factors influencing retention/attrition and ways in which the academic and social climate of an institution can facilitate retention. The next section reports on the methodology and findings of the CCD study, which involved a follow-up of students entering the college in 1983 to determine their attitudes toward their experiences at CCD and factors that may have influenced retention. Finally, the four retention models are presented, focusing on: (1) students with undeclared majors/unclear goals; (2) students who are academically underprepared for college; (3) students entering college for the first time; and (4) returning adult students. The models delineate objectives, activities, staffing needs, scheduling issues, matters related to instructional materials, and implementation considerations. (RO)

DOCUMENT RESUME

PS

ED 269 119 PS 015 429

Gathercole, Virginia C.
The Acquisition of the Present Perfect: Explaining Differences in the Speech of Scottish and American Children. Frequency of Input.
PUB DATE- Apr 85
NOTE- 47p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dialects; Incidence; *Language Acquisition; *Language Usage; Parent Role; Teacher Role; *Verbs; *Young Children
IDENTIFIERS- English (General American); English (Scottish); English Speaking; Present Perfect Tense

This study assessed the role of frequency of input in the acquisition of the present perfect by Scottish and American children. Two questions were addressed: Do adults speaking Scottish English use the present perfect more frequently in speech to children than those speaking American English? If there is a difference in the frequency of input, how does this affect the course of development of this structure in the language of Scottish versus American children? Cross-sectional data were collected from 12 Scottish and 12 American children aged 3:0 to 6:4 and from adults interacting with them in naturalistic settings. The data lead to the conclusions that (1) Scottish adults use the present perfect construction in their speech to children much more frequently than American adults do; (2) Scottish children use the present perfect construction in their speech long before their American counterparts; and (3) frequency of input does play a major role in the timing and order of acquisition of the present perfect. However, its role appears to be an interactive one, in which it conspires with factors such as semantic, syntactic, and cognitive simplicity to make some forms easier to learn than others. (Author/RH)

DOCUMENT RESUME

ED 269 133 PS 015 752

John, Martha Tyler
Can Preschool Be Detrimental to Cognitive Growth?
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Early Childhood Education; *Early Experience; Educational Background; Foreign Countries; *Logical Thinking; Piagetian Theory; Preschool Children; Primary Education; *Young Children
IDENTIFIERS- *Piagetian Tasks; *Swaziland

Conducted in Swaziland in 1984 and 1985, this research study explored children's logical thinking skills. One of the primary elements examined was the relationship between previous preschool experience and the child's ability to perform logical thinking tasks. The study consisted of six Piagetian tasks given to 400 children, preschool through grade 3, who represented a sample from the variables of sex, age, grade level, SES background, urban and rural settings, and previous preschool and non-preschool attendance. The most striking result indicated that non-preschool attenders performed better on five of the six tasks; namely, length, weight, number, seriation, and grouping. The preschool attenders performed slightly better only on the classification task. Rationale provided for this finding included the lack of development of good quality preschool programs in the country. Recommendations indicate the need for curriculum development in early childhood education and for upgrading preschool teacher training programs in the country. (DST)

DOCUMENT RESUME

ED 269 148 PS 015 772

A Stress Management Curriculum for Head Start Parents.
Northwest Resource Associates, Seattle, WA.; Washington Univ., Seattle. Early Childhood Outreach Center.
SPONS. AGENCY- Seattle Dept. of Human Resources, WA.
REPORT NO.- DHR-CSA-211-85
PUB DATE- Aug 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anger; Behavior Patterns; Child Development; *Coping; *Intervention; *Parent Education; Parenting Skills; Parents; *Parent Workshops; *Stress Management; Values
IDENTIFIERS- *Project Head Start

These workshop sessions were designed as a series to assist low income parents to deal more effectively with the primary sources of stress in their lives, with particular attention given to issues of parenting, self-care, and the reduction of isolation. Sessions were field-tested by highly qualified and experienced trainers, each of whom also had clinical experience and high levels of knowledge of child development and parenting. Workshop Session I defines stress and points out signs indicating stress. Session II focuses on helping parents to identify activities that give them pleasure or that they would like to do, and then to plan and later carry out one such activity. Sessions III and IV discusses child development and parental stress. Session V explores child development and parental values. Sessions VI and VII, respectively, probe reasons for children's behavior, and the relationship between anger and stress. Session VIII reviews previous material and offers conclusions. Users of this curriculum are cautioned about their choice of trainers -- the workshop sessions require trainers who are knowledgeable about stress, group process, counseling, child development, and parenting and who can deal effectively with individuals experiencng high levels of anxiety, stress, or even crisis in their lives. (RH)

DOCUMENT RESUME

ED 269 163 PS 015 823

Ianello, Katherine, Comp.
Resources for Early Childhood Educators.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 491p.
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; Child Development; Child Welfare; *Early Childhood Education; *Educational Resources; Guidelines; Kindergarten; National Organizations; Parent Role; Preschool Education; Professional Associations; Publications; Public Schools; State Action; Supplies; Television Viewing

The items in this extensive compilation of resources for early childhood educators are presented in seven sections: (1) sources of information on early childhood education, (2) a collection of various materials produced by the ERIC Clearinghouse on Elementary and Early Childhood Education, (3) information on associations and organizations, (4) information on publications and suppliers, (5) information about state activities and publications, (6) articles and special reports, and (7) materials on children and television. (RH)

DOCUMENT RESUME

ED 269 177 RC 015 663

Marshall, David G.
From Survival to Serendipity: Small Schools in the 80's.
PUB DATE- Jan 84
NOTE- 14p.; Paper presented at the Small Schools Conference (Brandon, Manitoba, Canada, January 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Responsibility; Curriculum Design; *Educational Administration; Educational Change; *Educational Planning; Educational Trends; Foreign Countries; Government School Relationship; Material Development; *Rural Education; *Rural Schools; *Rural Urban Differences; *Small Schools; Teacher Education; Teacher Selection
IDENTIFIERS- Canada; Manitoba

Attention to small schools in Manitoba reflects concern for rural development, recognition of cultural pluralism, awareness of benefits of small town living, and a growing scepticism about benefits of consolidation which have led to an appreciation of traditional small school educational practices. The challenge for small school educators is to insure that the increased attention is properly directed so that small schools will endure when interest wanes. Information from large urban schools cannot be used as benchmarks to examine small rural schools, and established theories of administration cannot be applied to a small rural context. Small schools differ from large schools not only in size, but also in environment and community factors. Rural school staffing problems may require certifying teachers for small schools, matching teacher characteristics with small school needs, and developing inservice activities. Development of curriculum materials for small rural settings must assume that small is unique, that more resources to buy more materials is not the only answer, and that students should receive quality materials designed for them and delivered in ways appropriate to the environment. Improvement of small school education includes placing responsibility for change upon the community with support from, but not dependency on, central educational agencies. (LFL)

DOCUMENT RESUME

ED 269 191 RC 015 694

Emerging Issues in the Rural Economy of the South. Proceedings of a Regional Workshop (Birmingham, Alabama, January 13-14, 1986). SRDC Series No. 81.

Southern Rural Development Center, Mississippi State, Miss.

PUB DATE- Apr 86
NOTE- 146p.
AVAILABLE FROM- Southern Rural Development Center, Box 5406, Mississippi State, MS 39762 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Agricultural Trends; Attitude Change; Community Resources; Elementary Secondary Education; Employment Patterns; *Futures (of Society); Higher Education; Regional Attitudes; *Regional Characteristics; *Rural Development; *Rural Economics; Rural Education; Social Values; Transportation
IDENTIFIERS- *Issues Approach; *United States (South)

The papers in this monograph represent the collective comments of speakers at a January 1986 conference addressing emerging issues in the rural economy of the South. The opening paper suggests that prospects for rural southern economic development are tied to new business development, new agricultural products, automated traditional manufacturing, tourist and retirement development, growth industries, foreign investment, vocational education and retraining, financial services, defense spending, and foreign markets. Next, employment patterns in the nonmetropolitan South are presented and discussed. The third paper reviews the role of agriculture in the transformation of the national and southern economy since World War II and provides statistical data and tables illustrating changes in unemployment, manufacturing, mining, farm debt-asset ratios, and land values. The remaining papers focus on four areas of concern: infrastructure and transportation, education, values and attitudes, and agriculture and the community resource base. These papers suggest the need for regional planning and collaboration; greater commitment to education, continuing education, and adult literacy; inclusion of racial and sex discrimination issues in economic development policy formation; and attention to issues such as farm/urban conflicts, land use, environmental regulation, local government finance, and changes in the price and/or availability of inputs. (NEC)

DOCUMENT RESUME

ED 269 204 RC 015 708

England, J. Lynn; Albrect, Stan
Boomtowns and Lifeworld Disruption.
PUB DATE- 4 Feb 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Attitude Change; Community Attitudes; Community Satisfaction; Comparative Analysis; Environmental Influences; *Life Satisfaction; *Rural Areas; Rural Development; Rural Population; *Social Theories; Values; *Well Being
IDENTIFIERS- *Boomtowns; Colorado; Impact; Impact Studies; *Life World; Utah

Three intermountain communities in Colorado and Utah were studied to determine the impact of rapid development on residents of rural communities, especially on their views of the world and their personal well-being, and to assess the degree to which energy boomtowns experience the social disruption suggested in the classical boomtown studies. Two models of boomtown development we-e employed: the disruption model, which predicts that changes in the "lifeworld" (a concept borrowed from Gadamer--1975, and Habermas--1981) will be accompanied by a decline in well-being; and the systemic model, which predicts that the system-structure of a community will preserve lifeworld and well-being. Data were collected via questionnaires completed by 443 residents of the three communities, two with boomtown conditions and one a control. The results indicated that the two models under consideration were not very adequate in understanding the content of residents' lifeworld, but were highly successful in assessing well-being. The boomtown variables increased rural ambivalance, caution in accepting new ideas, and modernity, therefore indicating that boomtowns introduce a slight change in lifeworld, however, none of the lifeworld change variables hinted at disruption. More extensive time series analysis of the boom phenomenon and its impact on the lifeworld is needed. References, tables and figures are appended.

(JHZ)

DOCUMENT RESUME

ED 269 217 RC 015 735

Nachtigal, Paul
Clustering for School Improvement. A Report on Rural Clusters.
Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- Feb 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cluster Grouping; College School Cooperation; Consortia; Cooperative Planning; Cooperatives; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Problem Solving; Program Descriptions; *Rural Education; School Districts; Small Schools
IDENTIFIERS- Colorado; Kansas; Mid Continent Regional Educational Laboratory CO; Missouri; Nebraska; North Dakota

Ten rural school improvement clusters involving 63 districts, 7 colleges and universities, and 6 state departments of education have been developed in Colorado, Kansas, Missouri, Nebraska, and North Dakota through the work of the Mid-Continent Regional Educational Laboratory's Rural Education Project. Four essential steps appear necessary for forming a rural school cluster: identification of similar sized schools within reasonable driving distance of each other, commitment of technical expertise from neighboring higher educational institutions, contact with key persons in the state's educational agency, and development of an agenda for the cluster by participating districts. Clustering is a strategy that can be implemented in a wide variety of settings and that can address a range of diverse needs. A 5-district Colorado cluster is improving rural science instruction through inservice training, adoption of a common philosophy of science teaching, and sharing of successful classroom strategies. A Kansas consortium is conducting professional development seminars on challenging gifted students, "effective schools research," and teacher evaluation. Three Missouri rural cooperatives are focusing on staff training in instructional and administrataive microcomputer use. Nebraska schools are participating in a joint K-12 curriculum development program. North Dakota cluster activity is exploring the role of rural schools in community and economic development. (NEC)

DOCUMENT RESUME

ED 269 232 SE 046 546

Aubrecht, Gordon J., II
Is There Any Physics After the End of the Nineteenth Century?
SPONS. AGENCY- American Association of Physics Teachers, Washington, D.C.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Course Content; Higher Education; High Schools; *Physics; Science Education; *Science History; *Scientific Concepts; *Secondary School Science

The twentieth century has witnessed a burst of discovery in physics unparalleled in human history. Despite the fact that general relativity and quantum mechanics are well over half a century old, introductory physics classes in high schools, colleges, and universities essentially ignore them. These two seminal ideas, the phenomena of superconductivity (teens), holography and nuclear fission (1940s) nuclear fusion and semiconductor physics (1950s), maser and laser physics (1950s and 1960s), explication of phase changes (1960s and 1970s), gauge theories and QCD (1970s), and unification of cosmology and particle physics (1980s) are all but ignored. Mere mention of these, as well as nuclear magnetic resonance (NMR) and radiotherapy used in medicine, would help to give students a feeling for the diversity and vitality of physics and its attendant technology. A few examples integrating vital fields of physics into a normal curriculum are given. (Author/JN)

DOCUMENT RESUME

ED 269 248 SE 046 565

Science K-12. Teacher Handbook. North Carolina Competency-Based Curriculum Subject-by-Subject.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

PUB DATE- 85

NOTE- 321p.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; *Curriculum Guides; *Elementary School Science; Elementary Secondary Education; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Skill Development; State Curriculum Guides

IDENTIFIERS- Effective Schools Project; *North Carolina

An integrated competency-based course of study in the sciences is provided in the handbook for North Carolina teachers of grades K-12. Recommended goals, objectives, and suggested measures for each subject and skill area related to the sciences are outlined. This guide contains: (1) an introduction (defining North Carolina's basic educational program); (2) philosophy and rationale (highlighting the characteristics of effective teachers and schools); (3) thinking skills (providing explanations and examples for each specified category of thinking and questioning skills); (4) programs for exceptional children (explaining the purposes and curricular goals for special needs learners); (5) notes for handbook users (including directives and suggestions in the use of this guide). The science competency-based curriculum is explained by grade level and subject area. Topic outlines are provided. Appendices contain course requirements and standards, testing and textbook information and state guidelines and services. (ML)

DOCUMENT RESUME

ED 269 263 SE 046 582

Romberg, Thomas A.
The Effect of Overt Verbalization on the Learning and Retention of Geometry Concepts. Working Paper No. 189.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 77
NOTE- 129p.
GRANT- OB-NIE-G-78-0117
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Elementary School Mathematics; *Geometric Concepts; Grade 6; *Instructional Materials; Intermediate Grades; *Mathematics Instruction; *Programed Instruction; *Verbal Communication
IDENTIFIERS- *Mathematics Education Research

Results of a study designed to gather evidence about the effect of student's overt verbalization on performance and retention after instruction on a set of geometric concepts are reported. The independent variable, overt verbalization, was manipulated following the procedure used by Pereira (1973) which involved an experimenter questioning subjects during and after instruction. Instruction was carried out using semi-programmed materials developed by Frayer (1970) concerning terms and concepts related to geometric figures. The sample was 40 sixth-grade girls drawn randomly from 76 volunteers in three Wisconsin parochial schools. The results on both a terminal test and a retention test failed to indicate a significant main effect for either type of verbalization (during or after instruction). In retrospect, a different study with a more adequate instructional program is warranted to test the hypotheses under investigation. Appendices contain the instructional materials. (Author/MNS)

DOCUMENT RESUME

ED 269 279 SE 046 610

Hull, Mary Ann; Sousa, David A.

A Survey of Science Teaching in the Secondary Schools of New Jersey, 1985-1986.

National Science Supervisors Association, Washington, D.C.; New Jersey Science Teachers Association, Inc., Hackensack.

SPONS. AGENCY- New Jersey Science Supervisors Association.

PUB DATE- 86

NOTE- 27p.; For the 1981-82 report, see ED 219 284.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Biology; Earth Science; *Educational Trends; *Enrollment; Physical Sciences; Science Curriculum; Science Education; Science Instruction; *Science Teachers; *Secondary School Science; *State Surveys; *Textbooks

IDENTIFIERS- *New Jersey; Science Education Research

Results of the 1986 survey of science teaching in the secondary schools of New Jersey are presented in this report. Data from 187 public and non-public secondary schools are organized into the categories of: (1) student enrollment in science courses; (2) professional staffing; (3) program offerings; (4) teaching assignments; (5) science supervisor/chairperson information; (6) curriculum revision; (7) textbooks; and (8) course organization. Highlights of this survey, which is the fifth in a series by the state since 1968 are reviewed. It was found that a slight increase occurred in the percentage of students taking science and that instructional time has increased in biology, chemistry, and physics. Pertaining to staffing, respondents revealed that only seven percent of current science teachers plan to retire within the next four years and that recruitment of new science teachers is less difficult than it was four years ago. It was reported that more schools are developing safety programs and that an increase in the science requirement for graduation is planned. (ML)

DOCUMENT RESUME

ED 269 293 SO 017 050

Conference of American and European Educators on Teaching and Learning about Each Other: The USA and Western Europe. Conference Report (Washington, DC, November 11-15, 1985). The CDCC's Teacher Bursaries Scheme.

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- DECS/EGT-(85)-57
PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; European History; Foreign Countries; Global Approach; Intercultural Programs; *Interdisciplinary Approach; International Education; *International Educational Exchange; International Programs; *Multicultural Education; North American History; Western Civilization
IDENTIFIERS- Council of Europe (France)

Education for international understanding is the theme of this conference report. The introduction (by Maitland Stobart) discusses the first phase of the Council of Europe's work on education for international understanding devoted to improving communication and understanding among Europeans. The second, present phase, includes teaching about problems of global development and the way in which other parts of the world are taught in secondary schools in Western Europe. Section two, "The Conference in a Nutshell" (by Fay Metcalf) summarizes the conference proceedings of this five day event. Section three elaborates on the need for learning about Europe in the U.S.A. through the development of a rationale, a definition of Europe, and the development of empathy. Also included is a list of goals, justifications, and content suggestions. Section four presents six European approaches for teaching about the U.S.A. in Europe through four strategies, (1) a pupil-centered and cooperative approach, (2) history, geography, and English as a foreign language, (3) a multi-disciplinary approach, and (4) a topic approach. Five countries, the United Kingdom, Denmark, Scotland, Norway, and Portugal contributed in the development of the six approaches. Section five concludes the conference report by listing (1) the general principles, (2) the goals of teaching about the U.S.A. in Europe, (3) the goals of teaching about Europe in the U.S.A., and (4) the directions for future activities. Appendices present the conference program and list the participants in attendance. (RSL)

DOCUMENT RESUME

ED 269 310 SO 017 103

The Embassy Adoption Program. E.C.I.A. Chapter 2. Final Evaluation Report. 1984-85.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85

NOTE- 84p.; For 1983-84 final evaluation report, see ED 257 736.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Cooperation; Evaluation Methods; Field Trips; *Foreign Diplomats; Grade 5; Grade 6; Intermediate Grades; International Cooperation; *International Relations; International Studies; *Multicultural Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Social Studies

IDENTIFIERS- Education Consolidation Improvement Act Chapter 2

A multicultural enrichment program involving fifth- and sixth-grade classrooms from forty-four District of Columbia public schools encourages students to learn about foreign countries by studying a foreign embassy. Chapter one presents background information and a description of the project. Chapters two and three concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by evaluation results for each of the four stated objectives. Chapter four (Appendices) which makes up over half of the report, includes an evaluation model schema; a memorandum to librarians requesting materials; the teacher's role in the embassy; a list of embassies involved in the 1984-85 project; statistics on student demonstration of knowledge from the adopted country; results of the student questionnaire; the table contents for an information booklet for the preparation of a mini United Nations; background information, implementing instructions, teacher response forms for ambassador and delegates, and the agenda and an invitation to the Mini United Nations; an evaluation of the teacher workshop; the program purposes met by students and other questionnaire results for both the teacher evaluation and the women's committee; invitations to the "Holiday Family Brunch" and the "Kick-Off-Tea"; the Washington Performing Arts Society Embassy Adoption Holiday Luncheon financial report; and a newspaper article announcing a trip to the Czechoslovakian Embassy. (RSL)

DOCUMENT RESUME

ED 269 324 SO 017 121

Social Studies Curriculum Guide: Grade 8.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-8
PUB DATE- Aug 84
NOTE- 200p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Curriculum Guides; Grade 8; Junior High Schools; Learning Activities; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; *United States History; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade eight in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for grade eight, United States history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade eight, U.S. history is covered in chronological periods from pre-Columbian civilizations to World War II. (LP)

DOCUMENT RESUME

ED 269 340 SO 017 167

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 22.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKA-77-M-470-2650
PUB DATE- Dec 85
NOTE- 126p.; For a related document, see ED 142 502.
AVAILABLE FROM- UNESCO Regional Office for Educational in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Asian Studies; Case Studies; Community Education; *Comparative Education; Higher Education; *International Educational Exchange; Multicultural Education; Secondary Education
IDENTIFIERS- *Asia Pacific Region; Australia; Bangladesh; India; Japan; Korea; Nepal; Sri Lanka; Thailand; *UNESCO

Special reports on educational developments, are presented. The first of three examines educational reform in Japan and education in Western Australia. Part 2 reviews eight recent publications and studies. The topics are: the core curriculum in selected countries of the Asia and Pacific region; schooling as a preparation for work in Australia and in the Republic of Korea; higher education and employment in Bangladesh; educational participation in rural Nepal; the transition from home or pre-school to school; standards in community schools, New Ireland case study; higher education in Thailand; and a case study on the management of local support to education in Thailand. Part 3 examines brief reports on programs and projects, including adult education in India, textbook distribution in Nepal, an apprenticeship in Sri Lanka, "Live and Learn," notes on Asian documents, sources and addresses for Asia and Pacific sources and addresses for documents cited in this publication, and a supplemental list of publications, 1985-86. (RSL)

DOCUMENT RESUME

ED 269 356 SP 027 380

Rooze, Gene E.
Field-Based Experiences: A Mid-Eighties Model.
PUB DATE- Feb 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Teachers; *Field Experience Programs; Higher Education; Learning Processes; *Practicum Supervision; *Preservice Teacher Education; *Program Implementation; Teaching Methods

In the last fifteen years, the concept of field-based experiences has changed from a Schools, College, and Department of Education (SCDE) focus toward a consumer-oriented model. This paper briefly reviews the early goals and describes the definitions which differentiate clinical experiences from field experiences which may help clarify research results on field-based education. Using the literature from current studies of teacher education, the paper identifies the parameters of field experiences and describes how these are being applied to a field-based elementary teacher education program in the Southwest. (Author)

DOCUMENT RESUME

ED 269 374 SP 027 502

Henderson, David L.; Henderson, Karen L.
Moonlighting, Salary, and Morale: The Texas Teachers' Story.
PUB DATE- May 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Ladders; *Multiple Employment; Teacher Attitudes; *Teacher Morale; *Teacher Salaries; Teacher Shortage; *Teaching (Occupation); *Teaching Conditions

A random sample of teachers (N=329) responded to a survey on how economic conditions were affecting teachers in Texas. Responses indicated that four out of ten teachers are seriously considering leaving the profession; three-fourths balk at recommending teaching as a career at a time of severe teacher shortages; and almost one-fourth of the teachers moonlight to supplement their salaries. Males are scarce at all levels, especially in the elementary schools. An analysis of the data shows that males and single teachers moonlight at twice the rate of females and married teachers. Teachers are dissatisfied with the career ladder, and the most common reason for leaving is now working conditions rather than salary as found in three previous studies. Two-thirds of the teachers support mandated negotiations with the local school board. The one bright spot in the study is the increase in teacher salaries. A sample questionnaire is included. (Author/JD)

DOCUMENT RESUME

ED 269 391 SP 027 568

Killian, Joyce E.; McIntyre, D. John
Preservice Students' Attitudes toward Pupil Control as They Develop throughout the Field Experiences.
PUB DATE- 20 Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary School Teachers; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Secondary School Teachers; *Student Behavior; *Student Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Pupil Control Ideology

This study used repeated measures of the Pupil Control Ideology (PCI) instrument to examine the change in student teacher orientation toward pupil control ideology occurring during a three semester field experience. The instrument was given to elementary and secondary education majors at Southern Illinois University at Carbondale five different times during the field experience, and attempted to address two research questions regarding: (1) the effect of participation at the different levels of the field experience on the student teachers' PCI scores; and (2) differences in PCI scores between the elementary and secondary education majors. Although the elementary education majors showed a significant decline in PCI scores during the first stage of the field experience, PCI scores for this group rose significantly by the end of the field experience. At any time during the field experience, secondary education majors had higher PCI scores than the elementary education majors. The document concludes that preservice teachers shift from a relatively humanistic ideology toward a more custodial view of children as they gain experience in the schools. Two pages of references are included. (CB)

DOCUMENT RESUME

ED 269 408 SP 027 603

Data Needs on Teacher Supply and Demand. ERIC Digest No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 13p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; *Enrollment Projections; *Information Needs; Teacher Certification; Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand

This digest focuses upon what is known about current and impending needs for teachers, data on which this knowledge is based, and what needs to be done to create a solid foundation for projections on future needs. It is pointed out that the data needed to describe the market for teachers vary according to how and by whom the information is used. A description is given of seven users of information on the supply and demand of teachers. Four national agencies that provide the basic information for research in the area of teacher supply and demand are listed. A brief discussion is presented of some professional organizations that are engaged in examining the data requirements for the prediction of teacher demands in their fields of concern. A bibliography is included. (JD)

DOCUMENT RESUME

ED 269 422 TM 860 242

Ragosta, Marjorie; Nelson, Catherine
TOEFL and Hearing Impaired Students: A Feasibility Study.
New York Univ., NY. Dept. of Sociology.
REPORT NO.- ETS-RM-86-4
PUB DATE- Feb 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Sign Language; College Entrance Examinations; Deaf Interpreting; *Deafness; Educational Testing; *English (Second Language); Higher Education; *Language Tests; Learning Disabilities; Listening Comprehension Tests; *Manual Communication; Native Speakers; Scores; *Testing Problems; Test Length; *Test Use; Test Validity; Verbal Tests
IDENTIFIERS- Gallaudet College DC; *Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) was administered to 26 hearing impaired college students, in order to test the assumption that the English-language deficiencies of hearing impaired students are similar to those of foreign students. The students were attending Gallaudet College's School of Preparatory Studies and were identified as needing one year of remedial academic skills in preparation for college. Most of the sample (18 of 26) were deaf at birth; 24 of 26 were deaf by the age of 15. Most (21 of 26) were equally fluent in manual communication and spoken English. TOEFL contains sections on listening comprehension, written grammar, and vocabulary and reading comprehension. The normal test administration time for the listening comprehension test presented additional difficulty for this sample of students. All instructions were spoken, and test items were played on a tape recorder. The interpreter signed the same words. Results indicated that the students generally scored in the second quartile, above chance level but considerably lower than foreign students' scores. It was concluded that TOEFL appeared to have potential for measuring the English language proficiency of deaf students. (Sample test items and a reproduction of a brochure about Gallaudet College are appended.) (Author/GDC)

ED 269 024 IR 051 501

Miller, Rosalind; Russell, Ralph
Implications of High School Student Use of Academic Libraries.

PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Conference of the Georgia Library Association (Augusta, GA, October 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *High School Students; *Information Needs; Library Research; *Library Services; Position Papers; Questionnaires; *School Libraries; Surveys
IDENTIFIERS- *Georgia

Academic librarians report that use by increasingly large numbers of high school students is creating pressures in budgets, staff, and materials. Indications are that these demands will increase: students are increasingly sophisticated in their information needs; they are mobile; and school library media centers' collections have been weakened by diminishing funds, increased price of materials, and increased censorship. At the same time, the ability to search library catalogs and databases such as DIALOG from remote locations via terminals increases awareness of resources. High school students can readily obtain lists of relevant sources, but these sources are usually found in the academic library. This research study was designed to answer two questions: How do academic library directors perceive library use by high school students? and Why do high school students come to academic libraries, when do they come, and what do they do when they get there? Questionnaires were mailed to 32 Georgia academic library administrators and distributed to 385 high school students using these institutions during a 2-week period. Administrators reported that service to these students was seen as part of the university recruiting efforts, and identified unreturned materials and undefined reference resource needs as the two most serious problems. Students indicated they used the university library instead of the school library because the collection was superior, the library was more convenient, and they preferred the service offered. (Author/THC)

ED 269 039 IR 051 516

Huttemann, Lutz, Ed.
Librarianship and Documentation Studies. A Handbook of Teaching and Learning Materials. Volume 1.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOk-1310-C/a
PUB DATE- Sep 85
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Documentation; Higher Education; Information Needs; *Information Services; *Information Systems; Instructional Materials; *Library Education; Library Personnel; Position Papers; Public Relations
IDENTIFIERS- *Africa (East); *Africa (South); Library Development

Based on the belief that socioeconomic and cultural development in the pan-African region can be best promoted if it is supported by sound information and documentation services, the education and training of information personnel has become one of the major program areas of the Education, Science and Documentation Centre of the German Foundation for International Development (DSE). This reader, which is intended to serve as a basic tool for the training of information personnel at certificate and diploma levels throughout the countries of the region, includes nine articles: (1) "Interlibrary Lending in East Africa" (J. M. Ng'ang'a); (2) "The Role of the Library in the Process of Conducting Research" (J. M. Ng'ang'a); (3) "The Provision of Appropriate Reading Material for School Children in Southern African Region" (C. I. D. Nyirenda); (4) "Information Needs of Small Scale Business Enterprises: A Case Study of Botswana" (T. F. Kgosidintsi); (5) "Development of Kenyatta University College Library 1972-1984" (J. M. Ng'ang'a); (6) "User Needs: A Managers Tool for the Development of Efficient Services. A Practical Approach" (E. W. Muya); (7) "Information Services for Current Research in the Sudan" (C. Wesley); (8) "Public Relations: A Tool for Library Development" (K. J. Mchombu); and (9) "Collection Development and Dependence within the SADCC Configuration of Eastern, Central, and Southern African States" (J. R. Neill). Appendices include guidelines for authors interested in contributing to future volumes and a bibliography of DSE publications on information and documentation. (THC)

ED 269 065 JC 860 209

Osborn, Frances P.
Demographic Problems and Opportunities.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- 5 May 86
NOTE- 7p.; Some pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Community Colleges; *Employment Projections; Enrollment; High School Graduates; *Institutional Advancement; *Population Trends; Program Development; *School Business Relationship; *School Community Relationship; *Student Recruitment; Two Year Colleges

A comparison of Monroe County projections of high school graduates and the March 1986 Rochester Labor Area Summary points to some excellent opportunities for marketing Monroe Community College (MCC). Projections of high school graduation rates show a 25% decrease in the number of graduates between 1989 and 1991, while the demand for entry-level service employees is expected to increase. MCC will not only be competing with other colleges for this pool of high school graduates, but also with service industries that will be offering graduates attractive entry-level jobs. To deal with these demographic and economic trends, MCC should: (1) position itself within the community as the school to go to while holding a job because of its convenient location and transferable education; (2) adapt its college services for working students; (3) intensify relationships with those local service industries in greatest need (e.g., department apparel, and grocery stores; restaurants; gasoline stations; hotels, motels, and campgrounds; and amusement and recreational services); (4) consider cooperative education programs that rotate work and education time periods; (5) schedule relevant courses and programs to correspond to the slack time of particular service industries; and (6) encourage industries to offer their staff opportunities to earn college degrees through adjustable hours, tuition reimbursement, or alternative work/education. (EJV)

ED 269 134 PS 015 753

Harris, Sharon
Evaluation of a Curriculum to Support Literacy Growth in Young Children.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Family Environment; Formative Evaluation; Individual Development; *Learning Experience; *Literacy; Parent Influence; *Preschool Children; Preschool Education; Pretests Posttests; *Program Evaluation; *Teacher Behavior; Videotape Recordings; *Writing Skills

The primary goal of this study was to identify curricular experiences and teacher behaviors encouraging preschool children to meaningfully use written language. A second goal was to investigate children's growth in literacy in the context of a preschool classroom. The study was conducted over a 5-month period among 8 Head Start and 8 tuition-paying children whose ages ranged from 3 years, 3 months to 4 years, 10 months. The sample's mean age was 3 years, 10 months. In collaboration with the teacher, the researcher chose 6 of the children for videotaping and planned and implemented a literacy curriculum involving print in the environment, writing, booksharing, and dictated language experiences. Targeted children were videotaped daily over a 4.5-month period as they engaged in literacy events during free-choice time. A total of 32 hours of videotaped literacy events were analyzed to determine the impact of the curriculum on the children and teachers. Additional data were obtained through the administration of literacy tasks at the beginning and end of the study, a parent questionnaire, researcher's field notes, samples of the children's writing, and the teacher's daily log. Findings indicated that the teacher was the most important factor in facilitating children's growth in literacy. (RH)

ED 269 164 PS 015 824

Martinez, Christine R.
Classroom Observations of Three Behavior Management Programs.
PUB DATE- 28 Apr 86
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; *Discipline; *Elementary School Students; *Elementary School Teachers; Grade 5; Grade 6; Intermediate Grades; Learning Disabilities; *Student Behavior; *Teacher Role

Three approaches to classroom management--assertive discipline, cooperative learning, and behavior management/mastery learning theory--are described. Assertive discipline was observed in a fifth-grade class taught by a teacher who would not allow students to interfere with her teaching or another child's learning. The assertive discipline approach is a system of understanding the rules of the class and accepting the consequences related to obeying and disobeying them. Cooperative learning was observed in a sixth-grade class during a lesson on "put-downs." Cooperative lessons involve content, social skills, and processing elements. Within each lesson ground rules were established. The classroom teacher led students through a five-step lesson plan that included an anticipatory set focusing on what "put-downs" are; instruction, including getting information and modeling; guided practice; and closure, including a final check for performance; and independent practice leading students to use "I-messages" instead of "putdowns." Use of behavior management and principles derived from mastery learning theory were observed in classes serving learning disabled students with severe behavior problems. This program stresses rules and consequences for student behavior through consistent and fair awarding of privileges and assignment of consequences. It is concluded that each program discussed can potentially be effective in managing classroom behavior. (RH)

ED 269 233 SE 046 547

Ittelson, John C.; Moriarty, Patricia J.
Science Education and Interactive Technology.

PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Educational Change; *Educational Improvement; Educational Technology; Educational Trends; *Interactive Video; *Microcomputers; *Science Education; *Science Laboratories

The capabilities and applications of interactive video in science education are examined in four chapters. Chapter 1 discusses technology in science education, providing a comparative evaluation of interactive videodisc (IVD) systems and the microcomputer. Specific uses of microcomputers in science education are noted. Chapter 2 is a discussion of the current state of science education, considering: the theoretical base/conceptual framework/goals and objectives in science education; teachers; textbooks; curriculum; inadequate resources; declining enrollment; and public and federal support as well as financial and budgetary considerations and attitudes. Chapter 3 offers insights into the role of the laboratory in science education. Chapter 4 focuses on the problem areas in science education and laboratory settings and on how IVD systems may help alleviate some of those problems related to laboratories and to the areas addressed in chapter 2. Specific recommendations are offered when applicable, cautioning that proper in-service training for teachers and users of these systems is needed. Bibliographic citations and a paper by John C. Ittelson titled "Videodisc and Microcomputer Applications and Software" are provided in the appendices. (JN)

ED 269 249 SE 046 566

Program Descriptions for Science Instructional Materials.

California State Dept. of Education, Sacramento. Bureau of Publications.; California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 63p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biological Sciences; *Earth Science; Elementary Education; *Elementary School Science; Instructional Material Evaluation; Instructional Materials; *Physical Sciences; Science Education; *Science Materials; State Programs; Textbook Evaluation; *Textbook Selection
IDENTIFIERS- *California

To assist school districts in selecting science instructional materials, the California State Department of Education has developed detailed descriptions of state-adopted elementary programs and texts. This guide includes an annotated index of all adopted materials and separate descriptions for each program or series. The index contains a listing of the program's title, copyright year, grade levels and readability levels. Each program description includes sections on: (1) contents coverage (addressing the areas of science, technology, and society and the biological, earth, and physical sciences); (2) teaching and learning activities; (3) organization of topics and activities; (4) ancillary materials; (5) teacher materials; (6) assessment and evaluation techniques; (7) implementation requirements; and (8) areas needing supplementation. (ML)

ED 269 264 SE 046 583

Kouba, Vicky L.; And Others
Results from First Individual Interview (October 1978), Coordinated Study No. 1. Working Paper No. 281.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
NOTE- 144p.; For related documents, see SE 046 584-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; *Error Patterns; Grade 1; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Reported are data from the first individual interview conducted in 1978 as part of a 3-year study on addition and subtraction using verbal problem solving. The research program is attempting to relate pupil performance on selected arithmetic skills to pupil cognitive processes, instructional materials, and teachers' classroom behaviors. From three schools in Wisconsin that used the Developing Mathematical Processes program, 150 first-grade children were individually administered six problem types (two solvable by addition and four solvable by subtraction) given under four conditions involving size of number and presence or absence of manipulative materials. Answers were coded by model, correctness, and strategy. Discussed first are individual student profiles, followed by a summary of behaviors by task and level. Difficulty levels, response patterns, strategies, and errors are each discussed next. Finally, secondary analyses of data are presented, considering the relationship of strategy to correctness, model to correctness, and consistency of response. Appendices contain sample problem tasks and individual student profiles. (MNS)

ED 269 280 SE 046 614

Science Competencies for Exit Level and Checkpoint Competencies for Levels 3, 5, & 8.

New Mexico State Dept. of Education, Santa Fe.

PUB DATE- 85

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; Basic Skills; *Elementary School Science; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; *Minimum Competencies; Science Education; Science Instruction; *Secondary School Science; *Skill Development; *State Standards

IDENTIFIERS- *New Mexico

Restatements of the educational standards and the science competencies established by the New Mexico State Board of Education are provided in this document. Identified as basic and process skills, these checkpoint competencies are tied directly to the exit competencies for science. It is suggested that the checkpoint competencies be used as a framework in developing a written and delivered curriculum and be aimed at the ultimate mastery of the exit competencies. The exit level competencies as well as the third, fifth, and eighth grade competency checkpoints are listed and classified into 13 major skill areas. These include the processes of: (1) observing; (2) classifying; (3) inferring; (4) predicting; (5) measuring; (6) communicating; (7) interpreting data; (8) making operational definitions; (9) formulating questions and hypotheses; (10) experimenting; (11) modeling; (12) using quantitative applications; and (13) recognizing impact. (ML)

SO

ED 269 325 SO 017 122

Social Studies Curriculum Guide: World Regions/Cultures.
Dependents Schools (DOD), Washington, D.C.

REPORT NO.- DS-Manual-2110-9
PUB DATE- Aug 84
NOTE- 164p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Behavioral Objectives; Concept Formation; *Cross Cultural Studies; Curriculum Guides; *Geographic Regions; High Schools; Learning Activities; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught in a high school world regions course in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school world regions, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For world region, the areas of study covered are: geography skills; the purpose of cultural studies; the Middle East; Northern Africa; Asia, including Japan, China, Southeast Asia and the Indian Subcontinent; the Soviet Union; and Eastern Europe. (LP)

ED 269 341 SO 017 186

Anisef, Paul; And Others

Models and Methodologies Appropriate to the Study of Outcomes of Schooling in Ontario's Multicultural Society.

Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1222-X
PUB DATE- 86
NOTE- 156p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Educational Research; *Education Work Relationship; Followup Studies; Foreign Countries; Models; *Outcomes of Education; *Program Effectiveness; *Role of Education; *Student Educational Objectives
IDENTIFIERS- *Canada (Maritime Provinces)

This report explicates conceptual models of schools outcomes and related research methodologies in order to increase an understanding of the diversity and structure of desired outcomes. The complex interrelationship among models of education, desired outcomes, methods of achieving those outcomes, and methods of studying the results is approached from socio-historical, theoretical and empirical viewpoints. An historical overview of education in Ontario documents the interrelationship between societal change and educational reform as well as the cyclic nature of educational philosophies. Student outcomes are defined through a typology and a discussion of current educational policy goals in light of that typology. Three major sociological models of education--structural functionalism, conflict theory, and the interpretive paradigm--are reviewed with respect to the kinds of outcomes and determinants stressed and characteristic research methodologies. The substantive areas of transition to work, academic achievement, and multiculturalism are examined to further the investigation of the utility of larger models for studying specific outcomes. The definition and measurement of models and outcomes by Canadian researchers in the past is examined through an inventory of Canadian data sets identified in the literature, through the Ontario Educational Research Information System (ONTERIS), through all major Canadian data archives, and through Ontario school boards. The results of a survey of education practitioners include perceptions of desirable outcomes and speak to the needs of future research. Two major conclusions and six specific recommendations are posited. The inventory of data sets and the interview schedule for the study are appended. A reference list is provided. (Author/BZ)

ED 269 357 SP 027 439

Surwill, Benedict J., Ed.

A Critical Examination of American Education: A Time for Action. Conference Report (Billings, Montana, June 18-20, 1984).

Eastern Montana Coll., Billings. School of Education.
PUB DATE- Jun 84
NOTE- 176p.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Trends; Elementary Secondary Education; *Futures (of Society); *Global Approach; Higher Education; *Student Improvement

This report presents the highlights of a conference held to critically examine the state of education in America and to set goals for the future of education in America. Those participating in the conference included public and private school teachers and administrators, college teachers and administrators, college students, parents, state representatives, and representatives of the Montana State Department of Education. Keynote speakers for the six general sessions were: Ernest L. Boyer, Emeral A. Crosby, Francis N. Hamblin, Lyn Gubser, Lee Noel, and Roxanne Bradshaw. The six general sessions encompassed: (1) a critical examination of American education; (2) future directions for American education; (3) "A Nation at Risk"; (4) the global stakes; (5) increasing student competence--an emerging indicator of educational excellence; and (6) the education reports and future directions. (CB)

ED 269 375 SP 027 506

School Health Education. ERIC Digest 2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.
PUB DATE- 86
NOTE- 7p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; Habit Formation; *Health Education; Nutrition Instruction; *Relevance (Education); *School Role

This digest focuses on school health education, its current status, and what the future holds for health education in the elementary and secondary schools. School health education is defined and its history briefly sketched. The importance of health education is discussed as well as who should teach health education classes. Suggestions are also made for future efforts in school health education. A bibliography of references is included. (JD)

ED 269 409 TM 840 300

Blust, Ross S.; Kohr, Richard L.
Pennsylvania School District Testing Programs.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Educational Testing and Evaluation.
PUB DATE- Jan 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; *Norm Referenced Tests; School Demography; *School Districts; Scores; Socioeconomic Status; Standardized Tests; *State Surveys; *Testing Programs; Test Results; Urban Schools
IDENTIFIERS- Pennsylvania; *Pennsylvania Department of Education

A survey to gather information concerning school district testing programs in Pennsylvania is reviewed. The information concerns the commercially produced norm referenced and criterion referenced achievement tests, as well as locally produced achievement tests used in the state's school districts. The Pennsylvania Division of Educational Testing and Evaluation records of demographic data were merged with the results of the survey administered to all state school districts. The results of the data analysis are reported in several ways, including a breakdown by socioeconomic status, population density, and school district enrollment. The analysis indicates limited use of criterion referenced tests in Pennsylvania schools. A summary of information on district developed tests is also included. The testing survey and directions for completion are reproduced in their entirety. (DWH)

ED 269 052 JC 860 196

Rosenwasser, Marie

Adult Illiteracy: An Alarming Problem. A Position Paper on Increasing Literacy in Washington.

Council on Learning Assistance Services, Ocean Shores, WA.

PUB DATE- Jan 86

NOTE- 8p.; Paper submitted to the Deans of Instruction of Washington's Community Colleges and to the Operating Budget Committee of the Washington Association of Community College Presidents.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; *Community Colleges; Educationally Disadvantaged; English (Second Language); *Illiteracy; *Reading Skills; *Remedial Instruction; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Washington

With declines in reading skills and increases in the standards for literacy, illiteracy has become a growing national problem. The task of dealing with illiteracy ranges from educating those adults whose basic skills are below the eighth grade level to teaching those who are struggling to learn English as their second language to serving those whose skills need strengthening in order to succeed in vocational programs and academic transfer programs. In fall 1984, Washington's community colleges served 28,724 students in basic skills/developmental education classes, yet it is estimated that only 7% of the state's need for basic skills education is being met. An estimated 69,000 additional students need to be enrolled in basic skills classes in order to make a dent in the illiteracy problem in Washington. The need for increased attention to literacy is underscored by rising standards in business and industry; population changes such as the influx of refugees; the labor intensive nature of literacy training; and the lack of funds for basic skills instruction and programs for volunteer tutors. For the Washington community colleges to make a difference in the fight to reduce illiteracy, the system will have to increase funding for basic skills/developmental education and to increase its instructional effort. Obtaining special funding from tax dollars for basic skills education on a yearly or biennial basis for the next two decades can help the community colleges make a more serious impact on the illiteracy problem. (LAL)

ED 269 080 JC 860 224

Radcliffe, Susan K.; Novak, Virginia E.

Howard Community College 1986-87 Institutional Indicators for Proposed Operating Budget.

Howard Community Coll., Columbia, MD. Office on Institutional Research.

PUB DATE- Apr 86
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; Community Colleges; Costs; Credit Courses; Degrees (Academic); *Educational Finance; *Enrollment Trends; Financial Support; *Institutional Characteristics; Noncredit Courses; School Community Relationship; *Student Characteristics; Tuition; Two Year Colleges; *Two Year College Students

This report presents a series of graphs and tables, offering information on students, instruction, faculty, and finances at Howard Community College (HCC) in Columbia, Maryland. Part 1 provides profiles and projections of HCC's students, including a 10-year overview of full-time equivalent (FTE) enrollment, 1976-85; enrollment projections, 1980-90; enrollment by full-/part-time status, day/evening status, minority status, gender, age group, residence, average credit hour load, educational objectives, and influences on college choice. In part 2, charts illustrate longitudinal enrollment by program type, transfer program enrollment, occupational program enrollment, cooperative education enrollment, projected instructional programs, ratings of HCC quality by 1984 graduates and their employers, and degrees and awards granted. Part 3 focuses on credit-free instruction, identifying continuing education sites and tracing enrollment trends. Faculty data are presented in part 4, which looks at full-/part-time faculty ratios, student/faculty ratios, and salary ranges. After part 5 examines community use of HCC facilities, part 6 reviews fiscal information with respect to the fiscal year (FY) 1987 proposed budget, FY 1987 proposed budget expenditures by function, FY 1987 sources of revenue, sources of revenue during FY 1980 through FY 1986, projected changes in revenue sources, contributions made to or on behalf of Maryland community colleges, net cost per FTE student, unmet financial aid needs, and tuition. (AYC)

ED 269 094 JC 860 243

Maryland Community Colleges 1985 Program Evaluations.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Apr 86
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Computer Science Education; Data Processing; Educational Assessment; Education Work Relationship; *Enrollment; Followup Studies; Job Placement; Program Evaluation; State Surveys; *Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, in particular cases, a qualitative assessment is conducted by individual colleges in response to specific questions raised by the Board. This report provides the results of individual qualitative evaluations of 53 programs throughout the state and the results of a statewide evaluation of data processing/computer programming career programs. First, the data processing/computer programming evaluation is presented. This section includes program descriptions, information on student trends and characteristics, program performance, results of evaluations conducted by the colleges, and recommendations. The next section contains qualitative program evaluation reports for 53 programs identified as having specific problems (e.g., low transfer performance, low enrollments, low job placement rates, high costs, inadequate follow-up, or declining awards). Each evaluation report includes identifying information on the college, the program, and the level of award; an overview of the problem identified; questions posed by the Board to identify the causes of the problem; the factors contributing to the problem; the college's view of when the situation might stabilize; the steps which the college plans to take to address the problem; specific issues raised by the Board; and Board recommendations. (EJV)

ED 269 107 JC 860 258

Miller, Michael F.
Pre-Freshman Summer Program: Evaluation Report.
Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.
PUB DATE- Oct 85
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); *College Bound Students; *College Preparation; Community Colleges; Counseling Services; Program Effectiveness; Program Evaluation; School Orientation; *Transitional Programs; *Tutorial Programs; Two Year Colleges

The goal of the 1985 Queensborough Community College (QCC) Pre-Freshman Summer Program (PFSP) was to ease the transition from high school to college for entering College Discovery freshmen in order to improve their academic performance and increase their chances for retention at QCC. The 6-week program included academic tutorials in reading, writing, and mathematics; counseling workshops concerned with college orientation, career development, and personal and social development; and a stipend for books and expenses. The PFSP students exhibited high motivation, persistence, attendance, and completion rates in all components of the program. In addition, they made statistically significant gains in writing, algebra, and total mathematics scores on the City University of New York Assessment Tests. Both the PFSP students and their instructors rated all components of the program highly, although the instructors had some reservations about the timing of the program and the lack of sufficient instructional hours to adequately cover the material. The PFSP evaluation report consists of a non-statistical summary and discussion of the results, their implications and recommendations, followed by several technical reports concerning the evaluation design, findings, and analyses. (EJV)

ED 269 120 PS 015 664

Instructional Aide Handbook.

Indiana State Dept. of Education, Indianapolis. Div. of Reading Effectiveness.

PUB DATE- Jan 86

NOTE- 34p.

AVAILABLE FROM- Indiana Department of Education, Division of Reading Effectiveness, Room 229, State House, Indianapolis, IN 46204-2798.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Attitude Measures; Educational Resources; *Interpersonal Relationship; Interviews; Lesson Plans; *Occupational Information; Questionnaires; *Selection; *Teacher Aides

IDENTIFIERS- *Indiana

This handbook is designed to acquaint instructional aides in Indiana's elementary schools with the various aspects of their job. Included are helpful hints and a variety of resource materials considered likely to be useful. Contents focus on the following: (1) qualifications; (2) instructional, clerical, and auxiliary duties; (3) working relationships with administrators, teachers, and students; (4) important operating procedures and suggestions for improving effectiveness; and (5) such resources as 100 ways to say "Very Good," a list of simple instructional techniques, a glossary of educational terms, a pupil interview guide, a reading attitude inventory, an attitude questionnaire, a scale of reading attitude, an interest inventory, a list of frequently encountered words from a collection of word lists for beginning readers, and sample lesson plans. (RH)

ED 269 149 PS 015 774

Conroyd, S. Danielle
Employer Sponsored Child Care: Issues and Options.
PUB DATE- 25 Mar 86
NOTE- 9p.; Paper presented at the "Employer-Sponsored Child Care: Issues and Options" Conference (Detroit, MI, March 25, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Hospitals; *Program Administration; *Program Content; Program Descriptions

This presentation describes the child care center at Detroit's Mount Carmel Hospital, a division of the Sisters of Mercy Health Corporation employing approximately 1,550 women. Discussion focuses on reasons for establishing the center, facility acquisition, program details, program management, developmental philosophy, parent involvement, policy issues, employee morale, and accreditation. The child care center is seen as an important benefit for employees and one which clearly communicates the hospital's commitment to improving the quality of work life for employees. (RH)

ED 269 178 RC 015 664

Rosaldo, Renato
Assimilation Revisited. Working Paper Series No. 9.
Stanford Univ., CA. Stanford Center for Chicano Research.
PUB DATE- Jul 85
NOTE- 17p.
AVAILABLE FROM- Stanford Center for Chicano Research, Stanford University, P.O. Box 9341, Stanford, CA 94305 ($3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Biological Influences; Cultural Awareness; *Cultural Opportunities; Culture Conflict; *Mexican Americans; Minority Groups; *Racial Attitudes; Research Reports; Social Bias; Social Integration; *Social Mobility; Social Status

A positive critique of three studies on cultural assimilation of Mexican Americans ("Dimensions of the New Immigration to the United States and the Prospects for Assimilation" by Douglas Massey, a series of articles by Miriam Wells, and "Language, Mexican Immigration, and the 'Human Connection': A Perspective from the Ethnography of Communication" by Jose Limon) argues that three key terms in assimilation studies--biologism, primitivism, and voluntarism--need replacement with a broader sense of agency, the analysis of cultural practices, and the study of racism. Voluntarism suggests that the assimilation process, both successes and failures, involve formally free choices within a socially given opportunity structure and should be displaced, in the author's view, by the analysis of racism. Primitivism suggests that assimilation is the movement from an authentic culture that is regarded as if it were a relic to be preserved just as it was, when, in fact, cultures undergo ongoing processes of change, making the notion of linear movement of assimilation from Mexican to Anglo problematic. Biologism suggests that people, as they become middle class, follow middle class norms of family size and occupation and conflates with class and culture, for such people may not be assimilated, but simply middle class. (NEC)

ED 269 192 RC 015 695

Knapp, Clifford C.; And Others
Using the Outdoors to Teach Social Studies: Grades 3-10.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 101p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP (Dept. RIE), New Mexico State University, Las Cruces, NM 88003-0042 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Surveys; Conservation Education; Elementary Secondary Education; Energy Education; *Environmental Education; Experiential Learning; Field Trips; Geography; History; Learning Activities; *Lesson Plans; Map Skills; *Outdoor Activities; *Outdoor Education; Political Science; *Program Descriptions; *Social Studies; Teaching Methods

Third in a series on utilizing outdoor education methodologies to enhance the academic curriculum, the guide contains lesson plans and case studies for teaching grades 3-10 social studies. The lessons are designed to further student awareness of personal and social responsibility toward the environment through the use of outdoor experiences which may help students to understand abstract concepts and provide them with a sense of community, contrasting experiences, and opportunities to gain self-responsibility. The guide offers specific suggestions for planning, organizing, and conducting field experiences grouped by objectives, mechanics, site selection, direct involvement, followup/evaluation, problems, and tips for conducting lessons outdoors. Eighteen sample lesson plans present topics such as people watching, value survey, map skills, exploring old farms, restoring native vegetation, seeing a city block, and energy costs. Each lesson plan states the problem, lists objectives, provides an introduction to the topic, describes procedure/activities, and lists evaluation questions. Four case studies illustrate using outdoor experiences to teach pioneer heritage, energy conservation, archaeological research, and local environmental problem-solving. Addresses for further information are given for each case study. Books, curriculum guides, periodicals, and organization names and addresses are given in a 69-item bibliography. (LFL)

ED 269 205 RC 015 709

Sarachan-Deily, Ann Beth; And Others

Rural Education Curriculum Resource Booklet. Faculty Guide to Rural Education Resources Available at the College of Saint Rose.

College of St. Rose, Albany, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 112p.; For related documents, see ED 190 292, ED 225 771, ED 241 198, ED 241 202.
GRANT- G008301642
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competence; Curriculum Enrichment; *Educational Resources; Higher Education; Instructional Materials; *Preservice Teacher Education; Relevance (Education); *Rural Education; *Special Education
IDENTIFIERS- *College of Saint Rose NY; New York

Recognizing that New York State has one of the largest rural populations in the United States and that it is impossible to institute special curricula at the College of Saint Rose (CSR) to train future special education teachers for rural areas, this manual was compiled to provide CSR Education Division faculty with a guide to available existing resource materials in rural education which would permit selection of objectives, competencies, activities, and/or materials appropriate to a specific course/topic and to supplement and complement existing course materials. Primary resources were the 19 Rural Education Preservice Modules prepared by Western Washington University's National Rural Research and Personal Preparation Project. Five major competencies were identified from Marrs' "A Bandwagon Without Music: Preparing Rural Special Educators": awareness of the nature of rural schools and their surroundings, understanding of differences involved in serving handicapped students in rural and urban settings, knowledge of "state of the art" rural special education, skills in working with parents of rural handicapped students, and understanding of personal development skills for professional growth and for building local support system. Sample and content activities to meet these competencies are excerpted or cited from the National Rural Project Modules. A list of the 19 Rural Project Modules and a 35-item bibliography complete the document. (NEC)

ED 269 218 RC 015 736

Guilmet, George M.

American Indian and Alaska Native Education for High Technology: A Research Strategy for Creating Culturally Based Physical Science and Mathematics Education.

PUB DATE- 84
NOTE- 33p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (Toronto, Ontario, Canada, March 15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Alaska Natives; American Indian Culture; *American Indian Education; Cross Cultural Studies; *Cultural Influences; *Curriculum Development; Ethnography; Mathematics Education; Physics; Relevance (Education); *Research Design; Science Education; Scientific Literacy; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Tribes
IDENTIFIERS- Alaska; Piagetian Research; *Tlingit (Tribe)

A research strategy is presented which enables the development of science and mathematics curriculums for American Indian and Alaska Native children of diverse cultures based on existing subsistence knowledge and skills. This strategy assumes that American Indian and Alaska Native adults implicitly make use of many formal science and mathematics principles while engaging in subsistence activities, and that their children acquire a latent ability to understand these formal concepts by observing and participating in these activities. Recent studies in cross-cultural psychology and psychological anthropology are cited in support of the position that children learn complex cognitive skills based on participation in common cultural activities. Ethnographic and Piagetian research methods are proposed for a 2-year study to assess the existing science and mathematics knowledge among the Tlingit Indians of southeast Alaska where a pilot project is now underway. Discussion is limited to an analysis of the ways of researching indigenous physics knowledge. However, the research design can be adapted to any cultural group and be utilized to develop procedures for teaching the formal aspects of any subset of Western physical science or mathematics knowledge in classroom situations. A five-page bibliography concludes the document. (NEC)

ED 269 294 SO 017 062

Brooks, George E.
Western Africa to c/1860 A.D.: A Provisional Historical Schema Based on Climate Periods. Indiana University African Studies Program Working Papers Series, No. 1.
Indiana Univ., Bloomington. African Studies Program.
PUB DATE- Aug 85
NOTE- 256p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *African Culture; *African History; African Languages; African Literature; Anthropology; *Climate; *Environmental Influences; Geographic Location; Geography; Social Science Research

An examination of historical developments in western Africa during six climate periods extending over two millennia, this study demonstrates that numerous historical developments correlate with climate periods and/or were influenced by changes in rainfall patterns and ecological conditions. These include such diverse topics as the diffusion of cultigens and domestic animals; movements of language groups; the development of trade routes and the exploitation of mineral, agricultural, and sylvan resources; techniques of warfare and state-building; and numerous other economic, social, and cultural patterns associated with the peoples of western Africa. Data and analyses presented in this study derive from scholarship in many disciplines, including anthropology, art history, folklore, geography, history, and linguistics. Collections of oral traditions and scholarship are also included. Part 1 covers western Africa from c300 B.C.-c300 A.D. in "The Era of Smiths and Riverine Traders," and from c300 A.D.-700 A.D. describing a period of expanding commercial networks. Part 2, "The Era of Savanna Zone," discusses western Africa from c700-1100 A.D. Part 3, "The Era of Power Associations and Mandekalu Horse Warriors," examines western Africa from c1100-1500 A.D. Part 4, "A Brief, But Eventful Wet Period," covers western Africa from c1500-1630 and Part 5, "An Era of Droughts, Famines, Warfare, and Slaving," discusses western Africa from c1630-1860. The document also includes 4 figures and 15 maps. (RSI)

ED 269 311 SO 017 104

Multi-Arts Service Program, E.C.I.A. Chapter 2. Final Evaluation Report, 1984-85.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85
NOTE- 127p.; For 1983-84 final evaluation report, see ED 257 735.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Assembly Programs; Compensatory Education; *Dance; Demonstrations (Educational); Elementary Education; Lecture Method; *Music Education; *Program Effectiveness; Program Evaluation; *Theater Arts; *Visual Arts; Workshops
IDENTIFIERS- Duke Ellington School of the Arts DC; Education Consolidation Improvement Act Chapter 2

The District of Columbia's Multi-Arts Service Program, in its third year of implementation (1984-85), is a multi-disciplinary program in music, dance, theater, and visual arts. The program's primary objectives are to (1) increase student awareness of the arts through assemblies, (2) increase student interest in the arts through lecture-demonstrations, and (3) increase student interest in pursuing the study of the arts through workshops. The assemblies, lecture-demonstrations, and workshops are developed and presented by teachers and students from Duke Ellington School of the Arts. The findings show that all objectives were reached, demonstrating the goal of providing students with increased awareness of and interest in the arts as a vital force in their lives through performance and participation. Appendices, which make up the bulk of the document, contains the evaluation model schema; student awareness and interest questionnaires; a sample press release and programs for assemblies; a summary of arts awareness survey data; a survey of interest letter and questionnaire; student interest rating scales; a performer questionnaire; workshop request form; lecture-demonstration rating scales; questionnaire responses for dance, music, visual arts, and drama participants; and a summary of the workshop. (RSL)

ED 269 392 SP 027 569

Guzzetti, Barbara J.
Humanism in the Classroom.
PUB DATE- 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Franciso, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Humanism; Role Conflict; *Teacher Attitudes; *Teacher Behavior; *Teaching Styles

This study sought to describe, at the level of practice, one teacher's use of humanism in the classroom. Methods of participant observation were used to capture reflective contrasts between the subject's intended behavior (by formal and informal interviews), actual behavior (by direct observation), and ideal behavior (by readings from humanist authors). The constant-comparative method was used for data analysis. Results confirmed findings of inconsistencies between teachers' reported philosophies and their actual practices. It appeared that humanist teachers are not often distinguishable from other teachers in their methods. (Author/CB)

ED 269 423 TM 860 246

Dunbar, Donald A.; Salazar, Irene M.

An Evaluation of the Gifted Program at Mellon Junior High School.

Mount Lebenon School District, Pittsburgh, PA.
PUB DATE- Sep 85
NOTE- 138p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Administrator Attitudes; Educational Assessment; Individualized Education Programs; Interviews; Junior High Schools; Needs Assessment; *Parent Attitudes; Parent Participation; *Program Attitudes; *Program Evaluation; Program Implementation; Questionnaires; *Talent; *Teacher Attitudes
IDENTIFIERS- *Mellon Junior High School PA; Mount Lebanon School District PA; Pennsylvania (Pittsburgh)

The Gifted and Talented Program (GAT) of the Mellon Junior High School, Mt. Lebanon School District, Pittsburgh, Pennsylvania, was evaluated in 1985. Questionnaires were sent to 139 parents and 50 academic teachers. In addition, 9 teachers, 4 administrators, and 12 parents were interviewed. Responses were summarized in detail regarding 14 topics, including: meeting gifted students' needs, motivation, staff knowledge of student needs and the GAT plan, usefulness of the individual educational programs, student progress reports, mainstreaming, curriculum objectives, parents' satisfaction, provision of enrichment, use of Coordinator's and Librarian's services, and providing for underachievers. It was concluded that parents desired more visible evidence of the GAT program's implementation. They also suggested increased individualized projects, parent-teacher communication, and extracurricular activities. Teachers generally felt the program was being implemented, and welcomed inservice sessions on daily concerns. Both groups felt that improved individualized educational programs would be valuable. (Extensive appendices include the interview and questionnaire instruments, program descriptions, and program plans.) (GDC)

ED 269 165 PS 015 825

Holmes, C. Thomas

A Synthesis of Recent Research on Nonpromotion: A Five Year Follow-Up.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Demography; Educational Practices; Elementary Education; Failure; *Grade Repetition; *Meta Analysis; *Program Design; *Program Effectiveness; Social Adjustment; Student Attitudes; Student Behavior; Success
IDENTIFIERS- *Research Results

Meta-analysis of 17 studies was conducted to determine the effectiveness of retaining elementary school students in grade. Calculations with data from the 17 studies produced 217 effect size measures, most of which were measures of differences in reading and mathematics achievement. Some measures of differences in social adjustment, behavior, and attitude toward school were included in the sample of studies. Results provided support for the conclusions of an earlier study revealing that research evidence consistently points to negative effects of nonpromotion and arguing that proponents of retention plans are thereby obligated to show how their retentions plans will be successful when so many other plans have failed. Whereas some studies included in the meta-analysis showed positive outcomes of retention on academic achievement, the positive results appear to be found among middle-class, suburban, predominantly white samples and to be due to program characteristics related to the provision of individualized remedial help. It is concluded that such help can be provided through part-time pull-out programs, thereby avoiding the multi-billion dollar yearly expense of grade retention. (RH)

ED 269 234 SE 046 548

Eckroth, Charles A.
Astronomy Demonstrations and Models.
PUB DATE- 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (Atlanta, GA, January 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Astronomy; *College Science; *Demonstrations (Educational); Higher Education; Physics; Science Education

Demonstrations in astronomy classes seem to be more necessary than in physics classes for three reasons. First, many of the events are very large scale and impossibly remote from human senses. Secondly, while physics courses use discussions of one- and two-dimensional motion, three-dimensional motion is the normal situation in astronomy; thus, there is greater complexity. Thirdly, students attracted to popular astronomy courses seem less equipped to follow mathematical concepts. For these and other reasons, good astronomy demonstrations must be developed. Four such demonstrations are described: (1) lunar diurnal tides; (2) elliptical orbits of binary stars (in which a set of two or more charts is used to explain details of the motion of binary stars, especially the relationship between theoretical motion and actual appearance from the viewer's vantage point on earth); (3) eclipse motion; and (4) absorption spectra, noting that absorption cells containing solutions of rare earth compounds are better for use with large classes than sodium flames. (JN)

ED 269 358 SP 027 442

Carbone, Michael J.
Teacher Education: A Comparative Study of Programs in England, France, USSR and Germany.
PUB DATE- 77
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; *Foreign Countries; *Secondary School Teachers; *Teacher Education Programs
IDENTIFIERS- England; France; USSR; West Germany

This paper outlines the teacher education process in the USSR, England, France, and West Germany. While the content is mainly limited to the secondary school teacher, the study encompasses the entire educational system of the country and, therefore, occasionally mention is made of various other educational levels. The structure of the teacher education system is examined within the framework of the function it serves. Included in the discussion of the programs are considerations of cultural needs and philosophies governing the education of teachers. Briefly addressed are questions of prospects, problems, and changes in teacher training. (JD)

ED 269 376 SP 027 507

Wellness: A Balanced Lifestyle. ERIC Digest 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 8p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Health Programs; *Life Satisfaction; Program Development; *Quality of Life; *Well Being
IDENTIFIERS- *Wellness

The concept of wellness is defined and the importance of establishing a healthy lifestyle is discussed. A description is given of the Rochester Institute of Technology Wellness Program, which is typical of the many current programs covering varying aspects of wellness. These programs are offered by private agencies, educational institutions, and communities. A description is also provided of wellness programs in the workplace. A bibliography is included. (JD)

Renford, Beverly L.; And Others
Library Skills Workbook. A Self-Paced Workbook, Revised.
Pennsylvania State Univ., Media. Delaware Campus.
PUB DATE- Aug 85
NOTE- 75p.; This version of the Library Skills Workbook is a revision done specifically for the Delaware County Campus to include a search strategy component and topic related assignments.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Facilities; *Library Instruction; *Library Materials; *Library Skills; Workbooks
IDENTIFIERS- Course Integrated Library Instruction; *Pennsylvania State University

Designed to acquaint Pennsylvania State University students at the Delaware County Campus with the facilities and resources of their library, this workbook on library skills is used in conjunction with English 15, and its mandatory completion is incorporated in the final course grade. It is organized into exercises dealing with types of materials rather than by area of the library. Each exercise has an introductory section explaining the materials covered, followed by a set of questions to be answered individually by students. Specific areas covered include dictionaries, encyclopedias, Library of Congress subject headings, the online catalog LIAS (Library Information Access System), book review indexes, biographies, the Library of Congress classification system, periodical indexes, the periodical holdings list, newspaper indexes, almanacs and statistical sources, government documents, formats for citing materials in bibliographies, and a checklist for developing a search strategy. Floor plans, examples of catalog cards and other forms, and a list of objectives for each chapter are included. (THC)

ED 269 066 JC 860 210

Friedlander, Jack
Employment Trends from 1984 to 1995 and Their Implications for Napa Valley College. Planning Report Number 1.
Napa Valley Coll., Napa, CA.
PUB DATE- Apr 86
NOTE- 26p.; Tables contain small print; colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Demand Occupations; *Educational Needs; Education Work Relationship; *Employment Patterns; *Employment Projections; Job Training; *Long Range Planning; Two Year Colleges; Vocational Education

Designed to assist staff at Napa Valley College (NVC) in their efforts to develop short- and long-range plans for the institution, this report reviews recent reports by the Bureau of Labor Statistics regarding trends in the labor force. Following introductory material, the report looks at occupations with the largest job growth, the 20 fastest growing and fastest declining occupations from 1984 to 1995, and projected changes in employment for college-educated workers by occupation. Major trends in the labor force that may affect NVC are reviewed, including: (1) an increase in the importance of college degrees in the labor force; (2) increased participation of women in the labor force; (3) a decline in labor market participation among persons aged 55 or over; (4) increases in employment of electronics and engineering technical personnel; (5) increases in employment in health-related occupations; and (6) changes in employment prospects for office clerical workers, hotel and restaurant industry workers, protective service occupations, computer occupations, machine tool and welding occupations, education-related occupations, and scientific occupations. Finally, the report assesses the growing use of technology in the workplace. Each trend is discussed in terms of its implications for program and curriculum planning at NVC. (AYC)

ED 269 108 JC 860 259

Fiscal Data Abstract, 1984-85. California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 86
NOTE- 94p.; For previous editions of this report, see ED 225 630, ED 231 469, ED 242 381, and ED 254 288. Some pages may be marginally legible due to small print.
AVAILABLE FROM- Department of General Services, Publication Section, P.O. Box 1015, North Highlands, CA 95660 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; *Income; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

This report provides selected statistics on enrollments, units of average daily attendance (ADA), and finances for the California community college districts. Part I provides data on fall 1984 enrollments by college. Part II contains information on the student workload measure of ADA for fiscal year (FY) 1984-85 credit/non-credit students and for those otherwise eligible for state support. Part III offers summaries of first recalculation and second principal apportionments and ADA apportionments and credit base revenue per ADA for FY 1984-85. Part IV contains summaries of general fund transactions for FY 1984-85, and budgeted general fund transactions for FY 1984-85. Part V provides summaries of general fund income for FY 1984-85, and budgeted income for FY 1984-85. Part VI presents statewide general fund expenditures by objects and aggregated activities for 1984-85, and by objects and aggregated activities per ADA for 1984-85, a summary of general fund expenditures for 1984-85, and figures on budgeted general fund expenditures and other outgo for 1984-85. Summaries of current and budgeted expense of education for 1984-85 and 1985-86 are presented in part VII. Part VIII examines statewide general fund expenditures by activity for 1984-85, expenditures per attendance ADA by object of expenditures, capital outlay, and other outgo, expenditures by attendance ADA by activities, aggregated administrative and support activities, a summary of general fund expenditures for ancillary services, and general fund expenditures by activity. Part IX focuses on additional financial transactions, including those related to the governmental funds, propriety funds, and fiduciary funds groups. Definitions are included. (EJV)

ED 269 121 PS 015 665

Sharp, Ann Margaret
What Is a 'Community of Inquiry'?
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dialogs (Language); Elementary Education; *Elementary School Students; *Group Dynamics; Group Experience; Inquiry; *Interpersonal Competence; Moral Development; *Philosophy; *Teacher Role; Teaching Methods; Values

Assumptions about nature and personhood and the relationship between the two are implicated in the aim of doing philosophy with elementary school students and transforming classrooms into communities of inquiry. Assumptions are also made about dialogue; truth; knowledge; and the ability of children to form communities that will engender care for others as persons with rights, that will tolerate others' views, feelings, imaginings, and creations, and will care for their happiness as for one's own. In doing philosophy with young school children, assumptions are made about children's ability to commit themselves to objectivity, impartiality, consistency, and reasonableness. This latter assumption has social, moral, and political implications. This paper attempts to disclose and clarify such assumptions. (Author/RH)

ED 269 135   PS 015 754

Kindergarten Excellence: Knowledge and Competencies of Kindergarten Teachers.

Minnesota Curriculum Services Center, White Bear Lake.; Minnesota State Dept. of Education, St. Paul.

PUB DATE- 86
NOTE- 129p.; Prepared by the Minnesota Early Childhood Teacher Educators, Kindergarten Task Force.
AVAILABLE FROM- Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110-5496 (Catalog No. E-710, $5.75; 10 or more copies, $3.75 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Teacher Education; Curriculum Enrichment; Early Childhood Education; Family School Relationship; Higher Education; *Kindergarten; *Preschool Teachers; *Preservice Teacher Education; *Program Development; Teacher Responsibility; Teaching Guides; Teaching Methods

Written by the Minnesota Early Childhood Teacher Educators (MECTE), this booklet focuses on the knowledge and competencies needed by the kindergarten teacher. While the booklet is primarily addressed to college faculty for use in training pre-service kindergarten teachers, it can also be used as a resource for other college faculties, practicing kindergarten teachers, elementary teachers, and others. The booklet was developed specifically to address the following concerns: challenging current trends toward developmentally inappropriate curriculum content and practices; addressing the discrepancy between content in teacher education programs and children's experiences in kindergarten classrooms; examining the need for both commonality and uniqueness in college and university teacher education programs; evaluating current kindergarten practices; developing a comprehensive program for the preservice kindergarten teacher; and interpreting the kindergarten program to parents, administrators, and other educators. Topics covered include the following: an overview of kindergarten; curricular responsibilities; interpersonal responsibilities; and program responsibilities. (DST)

ED 269 150 PS 015 776

Hughes, Dana; And Others
Maternal and Child Health Data Book: The Health of America's Children.
Children's Defense Fund, Washington, D.C.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; March of Dimes Birth Defects Foundation, Washington, D.C.
REPORT NO.- ISBN-938008-49-8
PUB DATE- 86
NOTE- 320p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($9.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Birth Weight; Early Parenthood; *Federal Programs; *Health; *Infant Mortality; National Surveys; *Neonates; *Premature Infants; Program Effectiveness; State Surveys; Tables (Data); Unwed Mothers
IDENTIFIERS- Fact Sheets; National Goals; *Prenatal Care

This databook describes the status of maternal and child health in America; the nation's progress in reducing infant mortality, low birthweight babies, and the percentage of pregnant women who receive late or no prenatal care; patterns of teenage and out-of-wedlock childbearing; and the extent to which certain safety net programs, such as Aid to Families with Dependent Children, Medicaid, and the Women, Infants, and Children Supplemental Food Program, are meeting the needs of the poorest women and children. Data for the years 1978-1983 are based on published and unpublished statistics from the National Center for Health Statistics. All 1984 data are based on published and unpublished data from 40 state vital statistics offices. After an overview of findings, Part 1 focuses on national findings and Part 2 reports highlights of state findings. Included in Part 2 are tables ranking states on their problems and programmatic responses, as well as the Surgeon General's 1990 Objectives Maps which indicate states' progress toward meeting established goals. Approximately half of the databook consists of state fact sheets. Related tables and technical notes are appended. (RH)

Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento. Bureau of Publications.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 57p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Calculators; Computation; Computers; *Course Descriptions; Educational Change; *Educational Philosophy; Elementary School Mathematics; Elementary Secondary Education; Estimation (Mathematics); *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Preservice Teacher Education; Problem Solving; Secondary School Mathematics; Textbook Preparation
IDENTIFIERS- *California

This framework gives direction for the development of mathematics programs in California schools. The introductory chapter discusses expectations and responsibilities: problem solving, calculator technology, computational skills, estimation and mental arithmetic, and computers in mathematics education; implementation of the recommended program, with the need for major changes in testing procedures, textbook development, and teacher preservice and in-service education are described. In chapter 2, the content and structure of the mathematics program are discussed, with sections on number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. The third chapter focuses on the delivery of instruction in mathematics, considering teaching for understanding, reinforcement of concepts and skills, problem solving, situational lessons, use of concrete materials, flexibility of instruction, corrective instruction/remediation, cooperative learning groups, mathematical language, and questioning and responding. Standards for mathematics textbooks are presented in chapter 4. Chapters 5 through 8 discuss mathematics programs for kindergarten through grade 3, grade 3 through 6, grades 6 through 8, and grades 9 through 12, with suggested contents for each. An appendix describes two courses for preservice education. (MNS)

ED 269 265 SE 046 584

Kouba, Vicky L.; Moser, James M.

Results from Second Individual Interview (January 1979), Coordinated Study No. 1. Working Paper No. 285.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 80
NOTE- 148p.; For related documents, see SE 046 583-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 1; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Reported are data from the second individual interview conducted in 1979 as part of a 3-year study on addition and subtraction using verbal problem solving. From three schools in Wisconsin that used the Developing Mathematical Processes program, 150 first-grade children were individually administered six problem types (two solvable by addition and four solvable by subtraction) given under four conditions involving size of number and presence or absence of manipulative materials. Answers were coded by model, correctness, and strategy. Discussed first are individual student profiles, followed by a summary of behaviors by task and level. Levels of difficulty, the comparative difficulty of addition and subtraction, the similarity of response patterns for the two addition tasks, subtraction strategies and problem structure, mental strategies, less frequently occurring strategies, and errors are each discussed. Finally, secondary analyses of data are presented. Appendices contain sample problem tasks and individual student profiles. (MNS)

ED 269 281 SO 016 959

Halonen, Jane S.

Critical Thinking throughout the Undergraduate Psychology Curriculum.
PUB DATE- Oct 85
NOTE- 27p.; Paper presented at the Mid-America Conference for Teachers of Psychology (2nd, Indiana, October 1985). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; Curriculum Development; *Developmental Stages; Educational Theories; Higher Education; Learning Processes; *Models; Problem Solving; *Psychology; Undergraduate Study

This paper outlines seven assumptions about teaching conditions that best facilitate critical thinking in the undergraduate psychology curriculum; the main ideas proposed in a model of critical thinking developed by a network of psychologists across the nation; and the application of this critical thinking model to the undergraduate curriculum. Beginning with students' "knowledge bases" (facts, beliefs, assumptions, and values), the model is based on tension-reduction theories in which the restoration of a sense of balance is the core idea. Once critical thinking is engaged, a student is likely to go through the following identifiable stages in the resolution of discrepancy: (1) motivating factors, involving whether or not the student is alert, engaged, and willing to take risks; (2) information-seeking skills, involving ways in which the student organizes information; (3) information-relating skills, in which students make connections between original discrepancies and other ideas, culminating in the construction of a revised, tentative, personal theory; (4) an evaluation phase, in which students purposefully examine their personal theories to determine the adequacy or sufficiency of their resolution; (5) an expressing phase in which students put forth their new position for external feedback; and (6) the integrating phase, resulting when external feedback is supportive and students both revise their personal theories and expand their knowledge bases. Following the evaluation of the implementation of this model at Alverno College in Milwaukee, Wisconsin, insights about the various components of the model, including remaining discrepancies are presented. A sample assignment is appended. (LH)

ED 269 326 SO 017 123

Social Studies Curriculum Guide: United States History.

Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-11
PUB DATE- Jul 84

NOTE- 89p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Curriculum Guides; Futures (of Society); High Schools; Learning Activities; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; *United States History; Units of Study; World Affairs
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught in a high school U.S. history course in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school U.S. history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For U.S. history, the areas of study covered are: the rise of industrialism, the Progressive Movement, isolation to internationalism, World War I, the 1920's and 1930's, World War II, the Cold War, the 1960's and 1970's, contemporary issues, and the future. (LP)

ED 269 393 SP 027 573

Bird, Ronald; And Others
The Dynamics of the Teacher Labor Market in the Southeast. Selected Monographs in Educational Policy Research, Number 3.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Educational Research; Faculty Mobility; *Labor Market; *Policy Formation; Teacher Effectiveness; *Teacher Employment; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand

This monograph on teacher labor market research is divided into six major sections. The first, a survey of related literature, describes the general context of teacher labor market research derived from the educational reform movement and then focuses on the particular issues of supply adequacy, teacher quality, career choice, attrition, and compensation. Following the literature survey, four sections summarize the results of research under four major topic areas: (1) supply and demand monitoring and forecasting; (2) career choice and recruiting; (3) attrition; and (4) compensation. Individual research project components are discussed as subheadings under each major topic. The final section is a synthesis of the findings of the various research components which includes a discussion of policy implications and a summary of future research needs. Fourteen pages of references conclude the report. (JD)

ED 269 410 TM 850 274

O'Neal, Sandra W.
A Profile of Standardized Testing.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

PUB DATE- 84
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association of Test Directors (New Orleans, LA, Spring 1984). Appendix B contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; Elementary Secondary Education; Norm Referenced Tests; *School Districts; School Organization; School Size; School Statistics; School Surveys; *Scores; *Standardized Tests; *State Programs; Tables (Data); *Testing Programs
IDENTIFIERS- American College Testing Program; California Achievement Tests; Comprehensive Tests of Basic Skills; Scholastic Aptitude Test

To compile information on state and school district standardized testing programs, a survey instrument was designed and sent to 135 members of the National Association of Test Directors (NATD). Seventy responses (52%) were received in time to be included in the compilation. Most participating school districts (n=61, 87%) had a program mandated by their own policies. Grade levels most typically tested were grades five (n=45) and eight (n=45), followed by grades three (n=42) and grade six (n=42). Of the 61 districts administering a mandated testing program, 28% used more than one publisher's test. The California Achievement Tests (CAT) was most often the test of choice, followed by the Comprehensive Tests of Basic Skills (CTBS). Fewer participating districts (n=54, 77%) had a state mandated testing program. In a majority of cases (66%) the test used for state mandated testing programs was either locally or state developed. Grade levels that state programs concentrated on were grade three (n=32) and grade eight (n=31), followed by grades five and ten (both with n=23). Appendices include: (1) participating districts listed alphabetically, by number of students, and by grade unit structures; (2) scores from the CAT, the CTBS, Science Research Associates, and Iowa Tests of Basic Skills/Tests of Achievement and Proficiency; and (3) the survey instrument. (LMO)

ED 269 040 IR 051 517

Busch, B. J., Ed.; Kurmey, William J., Ed.
Library Statistics of Colleges and Universities in the Pacific Northwest, 1984-85.
Pacific Northwest Library Assoc., Baker, Oreg.
PUB DATE- Apr 86
NOTE- 64p.; For the 1982-83 report, see ED 247 950.
AVAILABLE FROM- B. J. Busch, Rutherford Library North, University of Alberta, Edmonton, AB, Canada T6G 2J4. ($7.00; make checks payable to Pacific Northwest Library Association).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Analysis; Higher Education; Interlibrary Loans; Law Libraries; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; *Library Statistics; Library Surveys; Questionnaires; Research Methodology
IDENTIFIERS- *Pacific Northwest

This 1984-85 statistical survey of libraries at four-year colleges and universities, two-year colleges, law libraries, and miscellaneous academic institutions in the Pacific Northwest provides relevant data for comparison and inventory purposes. A total of 98 institutions responded to the questionnaire, which was administered by the Pacific Northwest Library Association (PNLA). Although the current questionnaire follows past practice in order to provide comparable data, some changes have been implemented. Questions dealing with online interlibrary loan capability were omitted and several questions relating to usage were added; i.e., circulation figures, reference transactions, gate counts, bibliographic instruction statistics, database transactions, and hours of service. Divided by type of institution, data tables include but are not limited to the following topics: (1) rank by collection size; (2) volumes held as of June 1985; (3) volumes per full time student; (4) growth rate; (5) total microform units; (6) audiovisual units (broken into categories); (7) government documents; (8) number of items borrowed; (9) current serials; (10) total library operating expenses; (11) professional staff; (12) non-professional, non-student staff; (13) number of male/female professional staff; (14) number of hours in professional work week; (15) beginning professional salaries; and (16) director's salaries. The survey instrument, instructions for completing the questionnaire, and an index to respondents are included. (THC).

ED 269 053 JC 860 197

Miller, Scott E.

Financial Aid for Community College Students: Unique Needs and Scarce Resources.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 85
NOTE- 23p.
AVAILABLE FROM- Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, NW, Washington, DC 20036-1193 ($5.00 ACE members; $8.00 non-members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Federal Aid; Grants; National Surveys; Self Supporting Students; State Aid; *Student Characteristics; *Student Costs; *Student Financial Aid; *Student Loan Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Student Aid Recipient Survey

A study was conducted using findings of the 1983-84 Student Aid Recipient Survey (SARS) to isolate information about financial aid recipients attending public community colleges on a full-time basis. Highlighted findings included the following: (1) aid recipients attending community colleges were older than traditional college students, more likely to be self-supporting, and more likely to be members of minority groups than the general population of students attending public two- and four-year colleges; (2) about 95% of the aid recipients received Pell Grants, and 30% of these students received no other aid; (3) 30% of the aid recipients secured Guaranteed Student Loans, and 35% received state grants; (4) middle-income dependent students were more likely to receive National Direct Student Loans than low-income dependent students; (5) self-supporting students received larger College Work-Study awards than dependent students; (6) the most common aid package received by self-supporting students consisted of a Pell Grant and a state grant, while the most common package for dependent students was comprised of entitlement assistance (e.g., Pell Grants, Guaranteed Student Loans, and state grants); and (7) total costs of community college attendance averaged about $6,000 for self-supporting students and between $3,500 and $4,000 for dependent students. Based on study findings, it was concluded that although student costs at community colleges are lower than those at four-year colleges, the amount of aid available to community college students is limited. (EJV)

ED 269 081 JC 860 226

Reinertson, Jacquelyn
What Ever Happened to the Class of 1983?
Charles Stewart Mott Community Coll., Flint, Mich.
PUB DATE- Feb 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Attendance Patterns; Basic Skills; Community Colleges; *Educationally Disadvantaged; Enrollment Trends; Grade Point Average; *High Risk Students; Remedial Instruction; *Remedial Programs; School Holding Power; *Student Characteristics; Two Year Colleges; *Two Year College Students

In 1982-83, a study conducted at Mott Community College (MCC) identified 322 students, or 6% of the student body, as "grossly skill deficient," (i.e., achieving at the junior high school level or below in all basic skill areas). In November 1985, the transcripts of those 322 students were assembled and analyzed to determine enrollment patterns and achievement levels. Study findings included the following: (1) of the skill-deficient students, 194 were males and 123 were females; (2) all 322 registered at MCC during the 2-year period; however, 7.8% dropped all of their classes soon after registration; (3) those who did register were successful in 67% of the classes they completed; (4) the students registered for an average of 2.3 semesters; (5) only four students accumulated 60 credits or more, with the entire group accumulating an average of 10.14 credits each; (6) 31.68% had a grade point average (GPA) of 2.0 or better; (7) only 14.28% followed advice to enroll in three remedial courses, 24.22% enrolled in two remedial classes, and 20.49% enrolled in one remedial class; (8) students who took and passed remedial classes in reading, writing, and mathematics had higher GPA's, persisted longer, completed more courses, and accumulated more credits than students who did not take remedial courses; and (9) in comparison with the MCC student body as a whole, the skills-deficient students were younger, more likely to be female, and more likely to be local residents. (RO)

Gelb, Edward A.
Follow-Up Survey of the Graduates of the Classes of 1979, 1981 and 1983 Conducted Spring, 1984.
Keystone Junior Coll., La Plume, PA.
PUB DATE- Sep 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; *Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; Vocational Followup

A formal evaluation of the academic programs of Keystone Junior College (KJC) began in 1983-1984 with a survey of the graduates of the classes of 1979, 1981, and 1983. Questionnaires were mailed to 602 of the 657 KJC graduates who had received their degree either 1, 3, or 5 years previously. The survey sought information about the graduate's further education, employment while attending Keystone Junior College, and employment since leaving the college. The graduates were also asked to describe their first career-oriented job and their most recent career-oriented job. Study findings, based on a 43% response rate. included the following: (1) 57% of the respondents attended another school after leaving KJC, with 34% of these students earning a bachelor's degree; (2) of the 122 respondents who were employed while they attended KJC, 53% indicated their education had no effect on their job situation, 16% said their education had resulted in promotion and salary increase, and 16% said they could do a better job; (3) 65% of the respondents began a new job after they left KJC, and, of these, 67% were very or somewhat satisfied with their job and 84% were very or somewhat satisfied with their preparation for this job; and (4) 45% of the employed respondents indicated that they had had another career-oriented job subsequent to their first job after graduating. The survey instrument is included along with tables presenting study findings. (RO)

ED 269 179 RC 015 665

Camarillo, Albert
Blacks and Hispanics in Urban America: Some Comparative Historical Perspectives. Working Paper Series No. 3.
Stanford Univ., CA. Stanford Center for Chicano Research.

PUB DATE- May 84
NOTE- 14p.
AVAILABLE FROM- Stanford Center for Chicano Research, Stanford University, P.O. Box 9341, Stanford CA 94305 ($3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black History; *Blacks; Comparative Analysis; *Cultural Differences; *Employment Patterns; Ghettos; Mexican American History; *Mexican Americans; Minority Groups; Occupational Mobility; Racial Segregation; *Residential Patterns; *Urban Population
IDENTIFIERS- Barrios; *Chicanos

Comparative analysis of urban history illuminates similar general patterns of occcupation and residence for Blacks and Chicanos from the late nineteenth century to World War II. Distinct Black and Chicano neighborhoods in American cities were the products of "ghettoization" and "barrioization." Ghetto expansion during the early twentieth century was the result of rural-to-urban migration of southern Blacks, while barrios emerged because of the massive immigration from Mexico due to economic and political upheavals of the Mexican Revolution. While more overt racial legislation was directed toward Blacks, indices of residential segregation, socioeconomic status, ghetto and barrio subculture, segregative real estate covenants, and other similarities clearly emerge from comparative analysis. Analyses of occupational structure and immobility over time provide evidence that further distinguishes these two minorities from European immigrant groups. Although Blacks and Chicanos suffered similar disadvantages in the urban labor market as had prior immigrants (rural handicaps, lack of education, lack of job skills), additional circumstances of race and class that created and maintained their residential segregation account for their occupational segregation and immobility at the bottom of the occupational hierarchy, with males in unskilled, menial labor and females in domestic services. (NEC)

ED 269 193 RC 015 696

Morse, Susan C.; And Others.
The P.A.S.S. Program. A Report by the Interstate P.A.S.S. Committee. Revised.
PUB DATE- Apr 86
NOTE- 16p.; Originally compiled in 1984 by Linda Haro and Patricia Herron
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Records; Administrative Policy; *Articulation (Education); Comparative Analysis; *Cooperative Programs; Coordination; *Correspondence Study; Credits; Curriculum Development; Eligibility; *Migrant Education; Program Descriptions; Questionnaires; School Policy; Secondary Education; *Transfer Policy; Transfer Programs
IDENTIFIERS- *Credit Accrual; Portable Assisted Study Sequence Program

A 1983-84 survey of migrant directors was conducted to provide information regarding the PASS (Portable Assisted Study Sequence) Program and to solicit recommendations regarding the role of the program in the secondary education of migrant students. Survey questionnaires were received from migrant programs in California, Arizona, Oregon, Arkansas, New York, Washington, and Wisconsin. Information collected concerned program management, eligibility requirements, number of students served, type of credit available, and curriculum. Based on the survey, five recommendations were made: (1) PASS should remain an option as supplemental curriculum solely reserved for Chapter 1 eligible students; (2) copyriglts of PASS curriculum materials should be obtained; (3) the program should be shared with major sending and receiving states to facilitate continued study and credit accrual when students leave the sending state; (4) PASS should be included in the Migrant Student Record Transfer System training process in the states involved; and (5) curriculum should continue to be expanded, updated, and revised to meet the needs of migrant secondary students. (JHZ)

ED 269 206 RC 015 712

West, Patrick C.; And Others
Rural Economic Development Consequences of the Population Turnaround in Northern Lower Michigan.
Michigan Univ., Ann Arbor. School of Natural Resources.
PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985). Supported by a grant from the McIntire-Stennis Forestry Research Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; *Economic Factors; Economic Research; *Employment Patterns; *Hypothesis Testing; Migration Patterns; Models; Population Trends; *Rural Development; Rural Population; Socioeconomic Influences; Unemployment; *Urban to Rural Migration
IDENTIFIERS- *Economic Impact; *Michigan

Consequences of population turnaround for rural economic development are examined in a 9-county region of Northern Lower Michigan. Data from census reports and 374 usable responses to a questionnaire mailed to a random sample of property owners drawn from 1982 county tax assessment rolls were used to test competing hypotheses about rural development consequences: economic infusion (or positive economic impact); economic overload (or negative impact on unemployment and increased competition for jobs); and a contingent eclectic model in which the balance of positive/negative impacts differ depending on the socioeconomic composition of the reverse migration stream and the receiving region. Data indicated that population growth in the region was associated with substantial increases in unemployment compared with the statewide average. Findings supported elements of all hypotheses. The major finding that blue collar persons (both newcomers and long-term residents) experienced higher unemployment rates than white collar persons provided greatest support for the contingent eclectic model. To the extent that retirees (44% of sample) stimulated demand for goods and services, without increasing competition in labor markets, partial support was found for the economic infusion theory. For white collar strata, economic infusion was supported; for blue collar strata, economic overload theory was supported. References and tables are appended. (Author/NEC)

ED 269 219 SE 046 298

Nature-Computer Camp. Final Evaluation Report 1984-1985. E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85
NOTE- 74p.; For results of the summer 1984 program, see ED 258 822.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Computer Science Education; *Ecology; *Environmental Education; Grade 6; Intermediate Grades; Outdoor Education; *Program Evaluation; *Resident Camp Programs; Science Education; *Technology
IDENTIFIERS- *District of Columbia; Environmental Education Research

This report presents a description and evaluation of the Nature-Computer Camp (NCC), a science- and technology-oriented program for sixth-grade students from the District of Columbia Public Schools. The NCC experience is designed to offer students opportunities in such environmentally-related areas as woodland ecology, stream ecology, geology, as well as in the development of computer skills. Major sections include: (1) background and project description (highlighting program philosophy, history, and content); (2) external evaluation design (explaining the planning, monitoring, and implementing the evaluation model); (3) evaluation results for the 424 students in the summer 1985 program (specifying findings for each of the program's four major objectives); and (4) appendices (presenting samples of the camp schedule, questionnaires, student knowledge and attitude tests, and teacher and counselor checklists for student competencies, skills, and social behaviors). Results, among others, show an increase in attitude scores, a mean score approximately equivalent to mastery of the designated computer and science skills, and a mean score approximately equivalent to acquisition of 91 percent of socialization skills. (ML/JN)

ED 269 295 SO 017 063

Merryfield, Mary; Timbo, Adama
Teaching about Francophone Africa.
Indiana Univ., Bloomington. African Studies Program.
PUB DATE- 83
NOTE- 115p.; Photographs, charts, and some pages may not reproduce clearly.
AVAILABLE FROM- African Studies Program, 221 Woodburn Hall, Indiana University, Bloomington, IN 47405 ($6.00).
LANGUAGE- English; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; *African Languages; *African Literature; Curriculum Guides; Instructional Materials; Learning Modules; Multicultural Education; Resource Units; Secondary Education; Teaching Guides

Lessons and resources for Social Studies and French courses are included in this document. The major goals of these materials are to help students (1) explore the history and geography of Francophone Africa, (2) examine French influences in contemporary Africa, (3) recognize and appreciate cultural differences and similarities in values and perspectives, (4) develop positive attitudes toward the study of Africa, and (5) place French colonization and African culture in a global context. Materials in part one, "Background on the History and Geography of French-speaking African Nations," consist of a board game on history and map skills, a lesson on cross-cultural misunderstanding, and viewpoints on French Colonialism from African politicians and writers. Part two, "French influence in Africa," discusses French influence on African culture, stereotypes West Africans have about the French, and the reaction of villagers to the return of their first college-educated son. Part three, "Cross-Cultural Understanding," emphasizes understanding African beliefs and customs, while including U.S. and Malian perceptions, Senegalese dress and cuisine, and bargaining in an African market. Part four, "Resource Materials in French," presents teaching French in an African context, bargaining in Mali, Griots (oral historians), travel through Benin, and Francophone African literature. The document concludes with a list of additional resources. (RSL)

ED 269 312 SO 017 109

Trout, B. Thomas; And Others

National Security in the Nuclear Age. A Conference for State Social Studies Coordinators on Pre-Collegiate National Security Education (Washington, DC, June 26-July 1, 1983).

Arms Control Association, Washington, DC.; Missouri Univ., St. Louis. Center for International Studies.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 83

NOTE- 13p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; Disarmament; Education; International Relations; *International Studies; Material Development; National Security; Nuclear Warfare; Outreach Programs; Peace; Secondary Education; *Social Studies; Teacher Education; Training

This conference report addresses education on national security and international relations in secondary school courses in the social studies. Main conclusions of the conference are: (1) Topics on national security should be added to the secondary school curriculum. (2) Current institutional and instructional settings are open to inclusion of national security topics into the curriculum. (3) State social studies coordinators are key actors in efforts to include national security in the secondary school curriculum. (4) Materials available for use in secondary school courses tend to be biased, doctrinaire, or overly technical and thereby unsuitable for the general education of citizens. (5) New instructional materials should be developed that are concept-based, clear, and balanced with respect to presentation of various points of view and avoidance of special pleading or promotion of causes. (6) Enduring curriculum improvement requires in-service education of teachers. (7) The subject matter of national security provides a common frame of reference for curriculum improvement, which might take various forms suitable to different regions or school districts. (8) Selection of development. (9) Appropriate points of entry exist for introduction of national security topics in the social studies curriculum. (10) Effective programs for curriculum change must address the role of the teacher. (11) There must be close collaboration between academic specialists in national security and specialists in curriculum and teaching to bring about

enduring and effective reform of education about national security in secondary schools. (JP)

ED 269 424 TM 860 250

Sigel, Irving E.; Kelley, Todd D.

A Cognitive Developmental Approach to Question Asking: A Learning Cycle-Distancing Model.

PUB DATE- 28 Feb 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Conflict Resolution; Developmental Stages; Dialogs (Language); Difficulty Level; Elementary Secondary Education; *Emotional Response; *Learning Theories; Models; *Questioning Techniques; *Student Reaction; Teacher Student Relationship
IDENTIFIERS- Discrepancy Model; *Distancing Model (Sigel)

The role of questioning techniques in the classroom is discussed, with particular emphasis on the cyclical nature of teacher-student dialogues. Excerpts from transcripts of actual dialogues are also analyzed. According to the model, based on Piaget's theory of cognitive development, the questioning strategies are designed to enhance the student's cognitive development. The model also suggests that development is a response to a discrepancy between exogenous experiences and endogenous wishes, desires, interests, or states. By generating discrepancies in children, parents or teachers contribute to their cognitive growth. Discrepancies, either cognitive or affective, are generated by distancing behaviors, which require the child to attend to or react in terms of the future, the past, or abstract language. The characteristics of inquiries which instigate such thinking in children are described. The affective states which may result from various questioning techniques are also addressed. Examples of distancing are presented from taped transcripts involving teaching the numbers one to ten and measures to kindergarten children, as well as three classroom discussions with older students. These examples illustrate that the teacher's distancing strategy determines the direction of the discussion, and hence, the learning cycle. (GDC)

ED 269 342 SO 017 272

Hennies, Mary Lea; Hadey, Marilyn
Agriculture: Japan and the U.S. Compared.
PUB DATE- 86
NOTE- 29p.; Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; *Cross Cultural Studies; Economics Education; *Foreign Countries; International Trad *Rural Economics; Secondary Education
IDENTIFIERS- *Japan; South Dakota; *United States

Developed by two United States educators after visiting Japan, and designed primarily for secondary students, this instructional materials unit includes lesson plans for approximately seven class-days; although the actual time necessary for implementation is flexible and may be adjusted. All of the activities focus on Japanese and American agriculture with special emphasis on South Dakota. The lessons could be adapted for other states. Maps, charts, and tests are included. Most of the activities which require students to analyze data and make judgments and hypotheses are for individual students; one role playing lesson is included. (CFR)

ED 269 359 SP 027 447

Reilly, Sarah C.
Public Pension Plans: The State Regulatory Framework.
National Council on Teacher Retirement, Washington, DC.
PUB DATE- Sep 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Personnel Policy; *Retirement Benefits; State Legislation; State Surveys; *Teacher Employment Benefits; *Teacher Retirement; *Teaching (Occupation)

This report presents the results of a 50-state survey of the laws defining the reporting, disclosure and investment standards that govern public employee retirement systems. In addition to reviewing these laws, the report describes the legislative and executive oversight of public retirement systems mandated by state law. The data for the report was collected by questionnaires sent to state plan administrators. The questionnaire results were supplemented by legal research to identify or verify state code citations and by follow-up telephone calls to clarify local practices. (JD)

ED 269 377 SP 027 509

Valli, Linda R.
Reproducing Domestic Laborers through Office Education.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Cooperative Education; High Schools; *High School Students; *Sex Bias; *Sex Stereotypes

Scholars have long acknowledged the role schools have in reproducing a sexual division of labor. Despite the reemergence of a feminist movement and anti-sex-discrimination legislation, schools are still places where boys and girls tend to study different curricula and where traditional sex roles are perpetuated. Physics, calculus, and shop classes are still filled with boys, and home economics and office education classes have mostly girls. An analysis is presented of the cooperative education program at Woodrow Wilson High School (Washington, D.C.). Its preparation of young women for future jobs is described, and the particular types of jobs these students go into are discussed. The reasons for job choice are analyzed, and problems with the program are cited with suggestions for improvement. (CB)

ED 269 122 PS 015 712

Hutchison, Mary Ann; And Others
Strengthening Head Start Families: Reducing High Risk through Mental Health Prevention/Intervention (MHP/IP). Overview and Final Report.
El Centro de Amistad, Canoga Park, CA.; Latin American Civic Association/Head Start, San Fernando, CA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.
PUB DATE- Feb 86
NOTE- 341p.
GRANT- ACYF-G-90-CD-0511
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Identification; Inservice Teacher Education; Intervention; Interviews; *Mental Health; Mexican Americans; Needs Assessment; Parent Education; *Parent Participation; *Prevention; *Psychotherapy; Questionnaires; Spanish Speaking; *Teacher Participation; Teamwork
IDENTIFIERS- *Project Head Start

The Mental Health Prevention/Intervention Project (MHP/IP) was designed to provide and assess comprehensive and effective mental health services to Head Start children, parents, families, and staff. Sponsored by the Latin American Civic Association (LACA) in Los Angeles, the 14-month intervention was implemented and assessed on three levels: (1) staff training and consultation; (2) parent education and involvement; and (3) in-house mental health treatment services, including short-term psychotherapy. A comprehensive needs assessment survey was conducted to provide a profile of the Head Start families served by LACA. Out of 960 children and families in the program, 845 survey questionnaires were completed and returned. A follow-up questionnaire was completed later in the year on a sample of 220 families. Head Start teachers were trained to promote children's emotional development and social competence and to identify problems with the potential for long-range damaging effects. Bilingual parent education provided training to support parents as the primary educators of their children and to increase parent involvement in LACA Head Start activities. A team approach to mental health treatment encouraged parent involvement and teacher participation. Concluding remarks suggest that the success of the MHP/IP model warrants replication in other Head Start settings. Related materials are appended, including instruments and samples of treatment case summaries. (RH)

ED 269 151 PS 015 785

Shimada, Shoko; Sano, Ryogoro

Development of Anticipatory Visual Search in One-Year-Olds.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
REPORT NO.- RRB-22
PUB DATE- Dec 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Development; *Expectation; Foreign Countries; *Infant Behavior; *Infants; Longitudinal Studies; *Visual Stimuli
IDENTIFIERS- *Japan; *Search Behavior

The purpose of this study was to longitudinally examine the development of anticipatory visual search and to find out the effects of preceding experiences upon the search during the second year of life. The sample consisted of 18 Japanese firstborn nonretarded children from middle-class families who were individually tested at 11, 12, 14, 16, 22, and 24 months. At each test session, each subject received 2 trials at a task in which an object disappeared at a tunnel entrance and reappeared at an exit. The child's visual fixation toward the object and the entrance, the exit, and other zones of the tunnel was measured and the entire procedure was videotaped. Visual search during occlusion of the object was assigned to five levels of anticipation. Findings indicated a developmental sequence from level I to level III and a transition period of 14 months. Within level III, change occurred from level III-1 to level III-3 across a period of 22 months. Level II and level III-2 were regarded as transitional levels despite their limted emergence due to the decrement of their occurrence at later months. Such development was interpreted as the reflection of the process of coordination between spatial and temporal information in object permanence. (RH)

ED 269 166 PS 015 826

Kinney, Andrew; Rybash, John
Comprehending Psychological Defenses: Developmental Differences between Normal and Disturbed Children and Adolescents.
PUB DATE- May 86
NOTE- 12p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Disorders; *Children; Comparative Analysis; *Comprehension; *Developmental Stages; Piagetian Theory
IDENTIFIERS- *Defense Mechanisms; Developmental Patterns; *Normal Children

Investigated were similarities and differences in the ability of 26 normally developing and 26 conduct-disordered children and adolescents to comprehend psychologically defensive behavior and the cognitive processes underlying differences due to age. Matched by cognitive level, subjects viewed vignettes depicting another child behaving defensively. Their answers to standard questions were evaluated against Chandler and his colleagues' Piagetian logical/structural analysis of eight defense mechanisms in three categories of increasing logical complexity: inversion (repression and denial); reciprocity (rationalization, displacement, turning against the self, reaction formation); and negations of joint propositional statements (projection and introjection). It was hypothesized that (1) if logical/analytical reasoning is the necessary prerequisite for comprehending irrational/defensive behavior, then normal and disturbed youngsters matched for logical/analytical ability ought to perform equivalently and (2) the ability to comprehend psychological defenses of increasing logical complexity ought to be systematically related to cognitive stage level for both normal and disturbed subjects. Contrary to Chandler and colleagues (1978), results indicated that although both normally developing and disturbed formal operational subjects found reciprocals easiest, the disturbed found negations of joint propositions easier than inversions, and the normally developing found inversions easier than negations of joint propositions. Implications are discussed. Two pages of references conclude the document. (RH)

ED 269 235   SE 046 549

Chance, Paul
Thinking in the Classroom: A Survey of Programs.

REPORT NO.- ISBN-0-8077-2794-6
PUB DATE- 86
NOTE- 174p.
GRANT- NIE-G-78-0215
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($10.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Philosophy; *Program Descriptions; Reference Materials; *Teaching Methods
IDENTIFIERS- *Thinking Skills

This book first discusses the need for teaching thinking. Each of its eight chapters is devoted to a different approach to teaching thinking in our schools. In the discussion of each, key questions are considered and summarized, concerning assumptions, goals, methods and materials, the target audience, teacher qualifications, benefits, and special problems. The chapters focus on: (1) CoRT Thinking Lessons, (2) Productive Thinking Program, (3) Philosophy for Children, (4) Odyssey, (5) Instrumental Enrichment, (6) Problem Solving and Comprehension, (7) Techniques of Learning, and (8) Thoughtful Teaching. A concluding chapter discusses 10 points on which most of the program developers agree, and 10 common hazards. (MNS)

ED 269 394 SP 027 575

Mabry, Rodney H.; And Others
Fringe Benefits Available to Public School Teachers in the Southeast. Research Report. Occasional Papers in Educational Policy Analysis.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 217p.; For executive summary, see SP 027 576.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Fringe Benefits; *Leisure Time; Teacher Recruitment; *Teacher Salaries; *Teaching (Occupation); Teaching Experience

This project measured and evaluated the fringe benefit element of the teacher compensation package available in the 12 Southeastern Regional Council member states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virgina. Data were collected by contacting members of the Council representing each state, and by questionnaires submitted to section heads in the state departments of education. Section one of this report presents an overview of the project. The second section contains a specific discussion of the major fringe benefits available. Benefits are described by state, and a tabular summary is given. Section three contains a discussion of the theoretical basis for determining the value to teachers of summertime leisure. The question of whether summertime leisure is a benefit or a constraint to teachers is considered. Section four presents tables of classroom teacher compensation by experience and level. The final section contains a summary of available fringe benefits and policy recommendations, as well as suggestions for future research. A list of references is included. (JD)

ED 269 026 IR 051 503

Nordstrom, Lance O.
Scientific Communication at an International Scale: A Review and Bibliography of the UNISIST Project.
PUB DATE- 7 Mar 86
NOTE- 50p.; This paper was written for a directed study in the Faculty of Library Science at the University of Alberta (Canada).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Bibliographies; Developing Nations; Foreign Countries;

*Information Networks; *Information Services; *International Cooperation; *International Programs; Position Papers; *Scientific and Technical Information
IDENTIFIERS- *UNISIST

Within the last few decades there have been significant initiatives to establish and develop international programs and systems to facilitate access to the information resources of cooperating countries. A program of the United Nations Educational, Scientific and Cultural Organization (Unesco), UNISIST was designed to encourage and coordinate the development of a flexible and loosely connected network of information services based on the voluntary cooperation of participating nations. This paper briefly traces the historical evolution of UNISIST, particularly in relation to the changing focus of its objectives, and includes a reasonably comprehensive bibliography of UNISIST and its activities. The 304 bibliographic references were collected by searching several pertinent indexing and abstracting journals, a bibliography of Unesco publications, and the ERIC database. The citations are predominantly for articles written in the English language, although some foreign works are included. Each citation includes the principal personal author or corporate author, date of publication, title, and journal/report data. A keyword subject index and a list of abbreviations used in the bibliography are included. (THC)

ED 269 067 JC 860 211

Fadale, LaVerna M.; And Others
Articulation in Secondary and Postsecondary Occupational Education: Final Report.

State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 85
NOTE- 72p.; For related documents, see JC 860 156-157.
GRANT- VEA-53-85-301-0370
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advanced Placement Programs; *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Programs; High Schools; Questionnaires; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New York

A study was conducted of formal occupational education articulation agreements between secondary and postsecondary institutions in New York State. Specifically, the study investigated the administration of agreements; the characteristics, goals, and length of time of agreements; benefits, problems and barriers; costs; and characteristics associated with successful efforts. The study involved a statewide survey of 59 two-year colleges and 52 secondary institutions, requesting information on existing or upcoming agreements; and on-site visits and consultations at ten two-year colleges and seven secondary schools. Study findings, based on responses from 45 two-year colleges and 37 secondary schools, included the following: (1) 60% of the two-year colleges and 76% of the secondary schools reported having one or more articulation agreements; (2) the respondents identified 73 distinct agreements; (3) program coordinators indicated that contact was made with their counterparts at the cooperating institution once a semester; (4) advanced placement was the most common feature of the articulation agreements; (5) the most frequently reported objectives at both the secondary and postsecondary levels dealt with advanced placement/credit and access to college programs; and (6) the career programs most frequently identified as part of an articulated agreement were nursing, data processing, drafting, electrical technology, and automotive technology. The study report includes a sample of the questionnaire packet and a schematic of reported agreements. (AYC)

ED 269 136 PS 015 755

Making a Difference: Inservice Training for Parent Aides.
Education Development Center, Inc., Newton, Mass.

PUB DATE- 85
NOTE- 218p.
AVAILABLE FROM- Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($45.00, plus $5.00 shipping and handling; Bulk quantities are available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcoholism; Battered Women; Behavior Change; *Communication Skills; Depression (Psychology); *Emotional Problems; Family Problems; *Helping Relationship; *Inservice Education; *Parent Education; *Parenting Skills; Termination of Treatment
IDENTIFIERS- *Parent Aide Programs

These inservice training materials were developed to address issues arising when parent aides assist parents under stress. Survey data from aides and their supervisors indicated that they wanted to know how to communicate with parents about their children; how to work with families having problems with alcohol, exploitation, and depression; how to work with cognitively limited parents; what to expect from the relationship with the parent, how to encourage change, and how to end the relationship on a positive note. The eight sections of this manual address these concerns with workshop material focusing on stages in the aide/parent relationship; practicing communication skills; redefining change; strengthening parenting skills; anticipating termination; working with cognitively limited parents; alcoholism, exploitative relationships, and depression; and completing termination. Workshop material for each of nine sessions includes an introduction for the leader, an overview of the session, learning activities, and handouts for participants. Included in the document are additional materials for parents which indicate characteristics of children at different ages and allow parents to record events involving their children which they may wish to talk about with a parent aide. (RH)

ED 269 251 SE 046 569

Mathematics Instruction in Tokyo's and Hawaii's Junior High Schools. Final Report.

Hawaii Univ., Honolulu. Coll. of Education.

SPONS. AGENCY- Hawaii Univ. Research Council, Honolulu.; National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; Educational Research; Foreign Countries; Junior High Schools; *Junior High School Students; *Mathematics Instruction; *Secondary School Mathematics; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Hawaii; Japan; *Mathematics Education Research

Mathematics instruction in junior high schools in Tokyo and Hawaii was compared in order to gain knowledge of how mathematics teachers' effectiveness in the classroom may be improved. Because they were likely to influence teachers' behavior, these factors were considered: teachers' background and teaching load, allocation of time, views on effective teaching, relative emphasis of instructional objectives, instructional behavior, and use of calculators. The 89-item questionnaire is included in the appendix, with two items about Juki institutions in Japan. In Tokyo, 100 schools were randomly selected and each was sent two questionnaires; 67 replies were received. In Hawaii, all 90 schools were invited to participate; 71 questionnaires were returned. Among the results are: (1) in Hawaii, the percent of female teachers is about twice that in Japan; (2) teachers in Hawaii take fewer mathematics methods courses; (3) the class period is shorter but the number of school days greater in Tokyo; (4) teachers in Hawaii spend twice as much time grading papers and tests; (5) teachers in Hawaii spend more time explaining new homework, while Tokyo teachers spend more time lecturing or explaining to the whole class; and (6) calculators are used more in Hawaii than in Tokyo. (MNS)

ED 269 266 SE 046 585

Kouba, Vicky L.; Moser, James M.
Results from Third Individual Interview (May 1979), Coordinated Study No. 1. Working Paper No. 289.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 80

NOTE- 149p.; For related documents, see SE 046 583-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 1; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Data are reported from the third individual interview conducted in 1979 as part of a 3-year study on addition and subtraction using verbal problem solving. From three schools in Wisconsin that used the Developing Mathematical Processes program, 150 first-grade children were individually administered six problem types (two solvable by addition and four solvable by subtraction) given under four conditions involving size of numbers and presence of manipulative materials. Answers were coded by model, correctness, and strategy. Individual student profiles are discussed first, followed by a summary of pupil response data. Several important aspects of the summary data are isolated for contrast and comment. Finally, some secondary analyses of combined data are given. Appendices contain sample problem tasks and individual student profiles. (MNS)

ED 269 282 SO 016 989

Sweeney, Duane, Ed.
The Peace Catalog: A Guidebook to a Positive Future.
REPORT NO.- ISBN-9614103-0-2
PUB DATE- Dec 84
NOTE- 362p.
AVAILABLE FROM- Penichet Publishing Company, 2514 South Grand Avenue, Los Angeles, CA 90007 ($14.95 plus $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Disarmament; Foreign Policy; *Futures (of Society); International Relations; *Nuclear Warfare; Organizations (Groups); Parent Responsibility; *Peace; Resource Materials; Social Action; *Social Responsibility; Social Support Groups; Violence; War

This guidebook to a positive future provides (1) articles and essays covering all aspects of peace by leading experts on peace and nuclear war education, (2) a directory and detailed information on over 1,000 peace organizations, (3) a guide to socially responsible investing, and (4) a list of related reference books, publications, and films. The first of 14 sections focuses on nuclear winter, the evolution and effects of nuclear weaponry, the arms race, and space-based missile defense. Section 2, "Empowerment," contains poetry, a personal account of a despair and empowerment workshop, a description of a network called "Interhelp," and articles about relating nuclear war to children and "Despair and Personal Power in the Nuclear Age." The next two sections contain articles on "How You Personally Can Prevent Nuclear War" and "How the United States Can Prevent Nuclear War." Sections 5 and 6 examine alternatives to war and parenting for peace and justice. Sections 7, 8, and 9 deal with education in a nuclear age, mediation, and the need for educated awareness about the Soviet Union, citizen diplomacy, and east-west relations. Section 10, dealing with the effects of military spending is followed by sections on converting to a peacetime economy, socially responsible investing, and nonviolent action. The final section, which focuses on working toward a positive future, concludes with a directory of peace groups and print and nonprint materials. (LH)

ED 269 327 SO 017 124

Social Studies Curriculum Guide: World History.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-10
PUB DATE- Jul 84
NOTE- 72p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Curriculum Guides; Global Approach; High Schools; Learning Activities; Nonwestern Civilization; Outcomes of Education; Sequential Approach; Skill Development; *Social Studies; Units of Study; Western Civilization; World Affairs; *World History
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught in high school world history courses in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school world history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For world history, the areas of study covered are: ancient civilization, Middle Ages, Renaissance through the nineteenth century, and nationalism and the contemporary world. (LP)

ED 269 343 SO 017 273

Cobern, William W.; Junaid, Mal. M. I.
Educational Developmentalism in Nigeria: Education for the Masses or Just Mass Education?
PUB DATE- 85

NOTE- 14p.; Paper presented at the University of Sokoto Seminar (Sokoto, Nigeria, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Developing Nations; Educational Change; Educational Demand; *Educational Policy; *Equal Education
IDENTIFIERS- *Nigeria; West Africans

A free and pluralistic society is maintained by constitutional guarantees and an educated populace. Nigeria, like other nations in West Africa, spent billions of dollars and embarked on a program of mass educational improvement in the 1960's and 1970's. While secondary school enrollment increased eleven times between 1962 and 1975, over half the candidates on the West African Examinations Council secondary test failed. This indicates a failure of the Nigerian educational policy of "developmentalism," which states that centralized educational reform is the quickest and surest way to bring about modernization and an improved standard of living. While Nigerian school facilities and teacher training methods are often poor, they must not bear the full blame. Early mission schools and traditional Islamic schools had poor facilities and ill-trained teachers, yet they succeeded in providing effective basic education. Reasons for these more recent failures include the application of factory or industrial plant improvement strategies to education and the use of utilitarian (or purely quantitative) measures of success. (CFR)

ED 269 360 SP 027 454

Blair, William Owen; And Others
New Mexico Dance Education Competencies for Grades 3, 5, 8 and School Exit Level.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Aug 85
NOTE- 37p.; Document is printed on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Cultural Awareness; *Dance Education; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; *Movement Education; Physical Education; *State Standards
IDENTIFIERS- *New Mexico

The dance education competencies presented in this guide are intended to be statements of ability that can be expected at certain stages of a child's development which can be observed and are sequential in nature. The competencies may be used as tools by which curriculum decisions can be made; however, they may be revised and adjusted to reflect the changing abilities of students. Competency statements are made for the following areas of dance education: (1) body awareness; (2) rhythm; (3) spatial awareness; (4) locomotor patterns; (5) self exploration/improvisation; (6) choreography; (7) social interaction; (8) fitness; (9) knowledge; (10) aesthetic appreciation; and (11) cultural awareness. (JD)

ED 269 411 TM 850 475

Maihoff, N. A.; Mehrens, Wm. A.
A Comparison of Alternate-Choice and True-False Item Forms Used in Classroom Examinations.

PUB DATE- 85
NOTE- 49p.; Paper presented at the Annual Researchers Meeting of the National Council on Measurement in Evaluation (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; College Freshmen; Comparative Analysis; *Comparative Testing; Correlation; *Difficulty Level; Higher Education; Item Banks; *Multiple Choice Tests; *Objective Tests; Research Methodology; Science Education; Tables (Data); Test Construction; *Test Format; *Test Items; Validity
IDENTIFIERS- *Alternate Choice Questions; Latin Squares; Repeated Measures Design

A comparison is presented of alternate-choice and true-false item forms used in an undergraduate natural science course. The alternate-choice item is a modified two-choice multiple-choice item in which the two responses are included within the question stem. This study (1) compared the difficulty level, discrimination level, reliability, and criterion related validity of the alternate-choice item form and content equivalent true-false item form; (2) investigated if it is practical to judge whether the alternate-choice item version with the correct answer listed first or the version with the incorrect answer first is the better form of the item, and whether the true form of a true-false item or the false form is the better type of this item version; and (3) examined the effects of placing the correct answer first or the incorrect answer first on item difficulty, item discrimination, reliability, and criterion related validity of the item. The correct answer and best distractor of a multiple-choice item (from a 400 question item pool) were converted to an alternate choice format to produce two tests, a mid-term and a final exam. The alternate-choice item was found less difficult than the true-false item, replicating previous findings for this item type. However, findings concerning greater discrimination and higher reliability of the alternate-choice item were not replicated. (PN)

ED 269 109 JC 860 260

Baldwin, Anne
Annual Student Profile Summary Data on Unduplicated Headcount Enrollment for the Academic Year 1984-85. Research Report 85-34.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Nov 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; Community Colleges; Credit Courses; *Declining Enrollment; *Enrollment; Enrollment Rate; *Enrollment Trends; Females; Longitudinal Studies; Males; Multicampus Colleges; Noncredit Courses; *Student Characteristics; Two Year Colleges; *Two Year College Students

This enrollment summary provides collegewide and campus data for Miami-Dade Community College for the 5-year period from 1980-81 to 1984-85. Summary data are presented for three major variables: credit/non-credit enrollments, semester credits, and credit load. These variables are tabulated by enrollment elements of interest, such as ethnic membership, student declaration of degree type, age, full-/part-time status, and residency. Highlighted trends include the following: (1) all measures of productivity showed a steady decline over the past 5 years; i.e., student enrollments dropped 7.1%, semester credits dropped 11.4%, and average credit load decreased by 0.7 units; (2) dramatic increases in non-credit enrollments and credit equivalents were attributed to enhanced efforts in campus centers for business, industrial, and professional development; recruitment and expanded services; corporate contracts; and course marketing; (3) ratios of males to females remained unchanged across years at approximately 4.5:5.5 collegewide; (4) there was a greater decline in the number of full-time than part-time enrollments over the 5-year period; and (5) the number of new freshmen declined by 30.4% collegewide. (RO)

ED 269 180 RC 015 666

Camarillo, Albert
Observations on the "New" Chicano History: Historiography of the 1970s. Working Paper Series No. 1.
Stanford Univ., CA. Stanford Center for Chicano Research.
PUB DATE- Jan 84
NOTE- 13p.
AVAILABLE FROM- Stanford Center for Chicano Research, Stanford University, P.O. Box 9341, Stanford CA 94305 ($3.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Authors; Hispanic American Culture; Hispanic American Literature; *Historiography; Labor Conditions; *Literature Reviews; *Mexican American History; North American History; *Research Reports; *Social History; Social Science Research; Urban Studies; Womens Studies
IDENTIFIERS- *Chicanos; *Chicano Studies

The essay discusses seminal contributions to the field of "new" Chicano history of the 1970's which focused on urban themes, labor and the working class, and women and were produced by a young, formally trained corps of historians (some Latin American, but increasingly United States historians), principally from the major universities of the Southwest, who asked new questions as they analyzed standard interpretations and previously unsubstantiated theses. Publications assessed included historiographic review articles by Arthur Corwin, Juxn Gomez-Quinones, and Luis Arroyo and general Chicano history texts by Carey McWilliams ("North from Mexico") and Rodolfo Acuna ("Occupied America"). Among the four categories of studies analyzed are community studies, studies of the working class and urban occupational structure, institutional and political studies, and studies on the conceptualization or analysis of Chicano urban history. Key anthologies exploring the reality of Chicanas within the Mexican community and larger society are identified. Several period studies covering the 19th and 20th centuries are noted. This review suggests that the prognosis for the continuing development of new Chicano history is excellent if working historians remain on the cutting edge of research and are innovative in their interpretations, conceptualizations, and methodological approaches. (NEC)

ED 269 378 SP 027 518

Job Sharing for Teachers. Bibliographies in Education. No. 79.
Canadian Teachers' Federation, Ottawa (Ontario).
REPORT NO.- ISBN-0-88989-180-x
PUB DATE- Nov 85

NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Foreign Countries; *Job Sharing; *Partnership Teachers; Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- *Canada

This annotated bibliography focusing on job sharing for teachers contains 37 book citations and 94 journal article citations. While the particular focus was on job sharing for teachers, general works which provide useful information on such arrangements have been included. A special effort was made to include all Canadian references related to job sharing. The majority of citations refer to literature written in the later 1970's or during the 1980's. (CB)

ED 269 425 TM 860 251

Ediger, Marlow
Appraising Student Achievement in Mathematics.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Criterion Referenced Tests; Educational Testing; Elementary School Mathematics; Elementary Secondary Education; *Informal Assessment; *Mathematics Achievement; *Mathematics Tests; Parent Teacher Conferences; Rating Scales; Secondary School Mathematics; Sociometric Techniques; Standardized Tests; Student Evaluation; *Teacher Made Tests; Test Construction; Testing Problems; Test Reliability

This paper briefly describes a number of techniques for evaluating students' achievement in mathematics: (1) checklists and rating scales; (2) standardized tests; (3) criterion referenced tests; (4) anecdotal records; (5) student products, including homework and school assignments; (6) teacher-written tests; (7) conferences with students; (8) parent-teacher conferences; (9) oral tests; and (10) sociometric devices. The advantages and limitations of these techniques are briefly discussed, and use of a variety of tests is suggested. Guidelines for the construction of teacher-written tests are also included. (GDC)

ED 269 041 IR 051 518

Wilson, Lizabeth

Library Use Instruction: Syllabus, Lecture Outlines, Assignments, and Guest Presentations.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

PUB DATE- 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Behavioral Objectives; Course Descriptions; Graduate Students; Higher Education; Instructional Materials; Library Administration; *Library Education; *Library Instruction; *Library Science; *Teaching Methods
IDENTIFIERS- *University of Illinois Urbana Champaign

This document presents the syllabus, lecture outlines, student assignments, and special guest lectures for a course offered for the second time at the University of Illinois at Urbana-Champaign Graduate School of Library and Information Science during summer semester 1985. The course was designed to provide graduate students with the theoretical foundation and practical experience for the bibliographic instruction responsibilities included in an increasing number of library positions. While library educators and bibliographic instruction practitioners have not reached a consensus on how best to educate graduate students for bibliographic instruction positions, this course presented one alternative: a course combining practice and theory and taught by an active bibliographic instruction practitioner. (Author/THC)

ED 269 054 JC 860 198

Vaughan, George B.
The Community College Presidency.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-933170-6
PUB DATE- 86
NOTE- 248p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Administrator Responsibility; Administrator Role; College Administration; *College Presidents; *Community Colleges; Job Satisfaction; Leadership Qualities; Life Style; Spouses; Two Year Colleges

Drawing from interviews and survey data related to career and lifestyles, leadership, and spouses, this book explores the community college presidency. Chapter 1 provides a brief overview of the characteristics and roles of those currently occupying the position. The socioeconomic and family backgrounds of today's community college presidents are discussed in chapter 2, while chapter 3 explores various paths taken by presidents to their current positions. In chapter 4, the roles and responsibilities of the president are presented. Chapter 5 defines and clarifies the president's role in governance, while chapter 6 looks at the satisfactions, successes, and failures of the community college presidency. After chapter 7 examines stress and burnout, chapter 8 explores the role of the community college president's spouse. This chapter also includes "Being There: One Spouse's Perspective," an essay by Peggy A. Vaughan. Chapter 9 delineates the leadership qualities, personal attributes, and abilities required of a successful president. Tenure in office, professional activities, and post-presidential careers are discussed in chapter 10. The final chapter provides a brief postscript concerning the characteristics and attitudes of community college presidents. A bibliography is included. (MPH)

ED 269 082 JC 860 227

Academic Year Report, 1984-85. Washington Community Colleges.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 86
NOTE- 79p.; Prepared by the Division of Information Services and Enrollment Planning. Data tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Capital Outlay (for Fixed Assets); College Faculty; College Role; *Community Colleges; *Educational Facilities; *Enrollment; *Expenditures; Federal Aid; Financial Support; Part Time Faculty; Salaries; *School Personnel; State Aid; State Colleges; State Surveys; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

Information on enrollments, personnel, finances, and facilities in Washington's community colleges is provided in this report for the four quarters of 1984-85 and for previous years. First, general information is presented on the colleges' role, mission, and history, and on the organization of the state system. Section I contains definitions related to student characteristics and full-time equivalent (FTE) enrollments, and data on: (1) student headcount by quarter, by source of funding, by age and sex, by ethnic background, and by full-/part-time status; (2) annualized statewide FTE enrollment by funding source, course intent (i.e., vocational, academic, or basic skills), and time and location of classes; and (3) FTE enrollment by funding source and college. Section II offers information on faculty and staff, including data on annualized FTE faculty by funding source, FTE faculty and administrative personnel by employment status and assignment area, and classified employee annualized FTE's by employment status and assignment area. Section III examines facilities and capital planning for the system and each college. Finally, section IV presents an overview of community college financial operations, including costs per FTE student, sources of funding, and expenditures by program, element, and object. Appendices include information on student tuition and fees, additional historial enrollment information, and a list of statistical publications. (AYC)

ED 269 096 JC 860 245

Friedlander, Jack
The Class of 1984 Research Project.
Napa Valley Coll., Napa, CA.
PUB DATE- May 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Attendance Patterns; Community Colleges; Day Students; Dropouts; Evening Students; Full Time Students; *Grades (Scholastic); Part Time Students; School Holding Power; Student Attrition; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted to document the progress of students who entered Napa Valley College (NVC) in fall 1984 with the educational objective of earning a degree or certificate. Persistence rates, changes in enrollment status, grades, and withdrawal patterns of 2,319 first-time college students were monitored from fall 1984 to spring 1986. Study findings included the following: (1) 42% of the original sample group were still enrolled in spring 1985, and 24% were still enrolled in spring 1986; (2) semester-to-semester persistence rates tended to be higher among day students than evening students; (3) 36% of the students persisting at NVC in spring 1985 changed their enrollment status from full- to part-time; (4) among students who did not re-enroll in spring 1985, 55% received all F's, W's, and/or No Credit grades in fall 1984, an additional 22% received a mixture of passing and unsatisfactory grades, and the remaining 22% failed and/or withdrew from one or more of their courses in fall 1984 and then withdrew from all classes in spring 1985; (5) the decision of students to withdraw from college took place during the first and, to a lesser extent, second semester, in which they were enrolled; and (6) students who received unsatisfactory grades in one term were likely to receive unsatisfactory grades in subsequent semesters. (EJV)

ED 269 194 RC 015 697

Ball, Armand, Ed.
A Cost Study of Resident Camps, 1985.

American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-081-9
PUB DATE- 85
NOTE- 82p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($15.00 plus $2.60 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- Camping; Comparative Analysis; Cost Effectiveness; Costs; Expenditures; *Income; *Operating Expenses; Outdoor Education; *Resident Camp Programs; *Salaries
IDENTIFIERS- *Operating Ratios

Directors of 87 resident camps affiliated with the American Camping Association responded to a random sample survey and provided data to compile this first collection of camp operating ration tables. Fifty-three tables show average percentage of total, median percentage of total, average in dollars, and median in dollars statistics in 14 income and expense categories. Income ratio categories include camper fees, camperships, transport fees, activity fees, insurance fees, sales/trading post, sales/meals, rentals, contributions, interest/dividends, federal, subsidy, other, and total income. Expense ratios are given for salaries, payroll taxes, food and related, occupancy, camper transport, promotional, dues and fees, program, supplies, insurance, other administrative, proprietor, and total expenses. Each table also indicates average and median daily fees and average and median number of campers. Tables are arranged to show camp affiliation (private/independent, religious, agency/public), geographic location (New England, Mid-Atlantic, South, Midwest, West), camper population (boys only, girls only, coed), length of season, and size of budget (under $100,000, $100,000-$500,000, and over $500,000). Comparative salary data for various camp staff positions are also provided in nine tables. (NEC)

ED 269 207 RC 015 713

Malpiedi, Barbara J.; And Others

Building Our American Communities: An Analysis of Outstanding Projects Conducted by the Future Farmers of America.

PUB DATE- Aug 85

NOTE- 21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agricultural Education; Citizen Participation; *Community Development; Program Content; Program Costs; *Program Evaluation; *Rural Development; Secondary Education; *Student Characteristics; Student Volunteers; *Teacher Characteristics; Vocational Education

IDENTIFIERS- *Building Our American Community Program; *Future Farmers of America

Surveys administered to 48 state student representatives and 46 chapter advisors attending the 1983 National Future Farmers of American (FFA) Conference on Community Development provided data about the Building Our American Communities Program (BOAC), which originated in 1970 as vocational agriculture's vehicle for high school level community development programs. Findings revealed that: students excelling in BOAC programs do not represent a select segment of the national vocational agriculture population; advisors support other community/professional organizations; community development topics perceived as important by advisors differed from those students identified as the ones they were most capable of doing; typical of community development/volunteer efforts occurring nationally, more BOAC projects are conducted in rural/small towns than central cities or suburban areas; although a majority of projects were conducted in regular high schools by single teacher agriculture departments with 80 or fewer FFA members, exemplary BOAC projects can be conducted in non-traditional settings. Other findings indicated that: school/education, civic facilities, agriculture, and recreation were the most frequent choices for improvement projects; project funding levels ranged from $0 to

$802,000 with $2,200 representing the median; advisors took more active roles in planning rather than executing projects; and program involvement increased citizen participation, development of FFA member human relation skills, and public awareness of vocational/agricultural programs. (NEC)

ED 269 220 SE 046 391

Lawson, Anton E.; And Others
A Summary of Research in Science Education--1984.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 161p.; This document was later published in the journal "Science Education" v70 n3 1986.
GRANT- 400-78-0004
AVAILABLE FROM- John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016. (Journal reprint--$13.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Biology; Chemistry; *Concept Formation; Educational Research; Elementary Secondary Education; General Science; Geology; Higher Education; Literature Reviews; *Misconceptions; Physics; Science Curriculum; *Science Education; *Science Instruction; Student Attitudes; *Teacher Education; Teaching Methods; Testing
IDENTIFIERS- *Science Education Research

This review covers approximately 300 studies, including journal articles, dissertations, and papers presented at conferences. The studies are organized under these major headings: status surveys; scientific reasoning; elementary school science (student achievement, student conceptions/misconceptions, student curiosity/attitudes, teaching methods, and technology/microcomputers); junior high science (student achievement, student attitudes, student concepts/misconceptions, teaching methods, and others); high school general science (student characteristics, classroom behaviors, and curriculum); high school physical science (teaching methods, testing methods, and technology/microcomputers); high school earth science (student characteristics, teaching methods, and curriculum); high school biology (student characteristics, teaching methods, and others); high school chemistry (student conceptions/misconceptions, testing, and others); high school physics (student conceptions/misconceptions, student attitudes, teaching methods, curriculum, and testing); university geology; university biology (student characteristics, textbooks, problem-solving, curriculum, and others); university chemistry (teaching methods, curriculum, textbooks, and others); university physics (student conceptions/misconceptions, problem-solving, and others); informal science education; specific interests; preservice teacher education; inservice teacher education; and research methodology (clinical interviews, time-series, aptitude-treatment interaction, qualitative research, meta-analyses, and attitude measures). A bibliography of studies reviewed is included. (JN)

ED 269 236 SE 046 550

Pfeiffer, Mark G.; Scott, Paul G.

Experimental and Analytic Evaluation of the Effects of Visual and Motion Simulation in SH-3 Helicopter Training. Technical Report 85-002.

Naval Training Systems Center, Orlando, FL.

PUB DATE- Dec 85

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Aerospace Technology; *Motion; Postsecondary Education; *Simulation; *Training; *Vision

IDENTIFIERS- *Helicopters

A fly-only group (N=16) of Navy replacement pilots undergoing fleet readiness training in the SH-3 helicopter was compared with groups pre-trained on Device 2F64C with: (1) visual only (N=13); (2) no visual/no motion (N=14); and (3) one visual plus motion group (N=19). Groups were compared for their SH-3 helicopter performance in the transition stage of contact flight training. All criterion measures, such as trials-to-mastery, the number of flights and number of hours in the transition stage of flight training, were generally consistent. Transfer ratios, averaged across the three criterion measures, resulted in the best transfer of training under visual plus motion conditions (TR=.31) and about equal transfer for motion only (TR=.22), visual only (TR=.23), and no visual/no motion groups (TR=.24). While all device features reduced the effort for pilot transition to the SH-3 helicopter, the particular task was more important in determining transfer than the device feature used in training the task. (Author/JN)

ED 269 296 SO 017 065

Tuttle, Frederick B., Jr., Ed.
Fine Arts in the Curriculum.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-81-06-1531-2
PUB DATE- 85
NOTE- 64p.
AVAILABLE FROM- National Education Association Professional Library Services, P.O. Box 509, Westhaven, CT 06516 (Stock No. 1531-2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Activities; *Art Education; Art Expression; Creativity; *Dance Education; Elementary Secondary Education; *Fine Arts; Intelligence; *Music Education; Theater Arts; *Visual Arts

In this anthology the issues related to the fine arts (music, theater, visual arts) in the elementary secondary curriculum are examined. The fifteen articles, ranging in length from one to seven pages, are followed by a biographical page briefly identifying the contributors. The articles are: "What's It All About?" (Frederick B. Tuttle, Jr.); "Excellence in Education: The Role of the Arts" (Arthur D. Efland); "Addressing the Issues: The Case for the Arts" (Charles B. Fowler); "An Arts Education Report: Group Discussions with Teachers" (Yankelovich, Skelly and White, Inc.); "What Are Children Doing When They Create?" (Robert Alexander); "Art, Creativity, and the Quality of Education" (Jon J. Murray); "Drama in Education: A Curriculum Dilemma" (Michael O'Hara); "Dance in the Schools: A Personal Account" (Moira Logan); "Body Movement and Learning" (Robert E. Gensemer); "The Performance of Literature" (Lee Hudson and Beverly Whitaker Long); "The First Songs of Summer" (David I. Steinberg and Judith E. Traub); "On the Cutting Edge: Music, Theater, Visual Arts" (Rita Kotter, Rosina Lopez de Short, Sharon Rasor); "The Computer in the Fine Arts: Visual Arts, Music, Theater" (Henry S. Kepner, Jr.); "Robert's Problem...Or Ours?--Visuals in the Classroom" (Frederick B. Tuttle, Jr.); and "The Implications for the Arts of Recent Education Studies and Reports" (Charles B. Fowler). (BZ)

ED 269 313 SO 017 110

Woyach, Robert B.
Ecopolitical Issues and the Secondary Curriculum.
PUB DATE- 84
NOTE- 31p.; Paper presented at the Annual Convention of the International Studies Association (25th, Atlanta, GA, March 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Curriculum Development; Curriculum Evaluation; Decision Making; *Developed Nations; *Developing Nations; Ecology; Economics; *Global Approach; Living Standards; Natural Resources; Political Issues; Population Growth; Population Trends; *Quality of Life; Secondary Education; Technology

Guidelines are discussed for developing and selecting instructional materials about ecopolitical issues for secondary schools. Ecopolitical issues arise from human manipulation of the natural environment and include problems resulting from the limited capacity of the environment to satisfy human needs. High school courses that treat ecopolitical issues should emphasize a basic conceptual framework for understanding, interpreting, and making and judging decisions about these issues. This framework should help students to organize, interpret, and appraise information and ideas about the limits to growth debate. In addition, it should help students understand the sociopolitical context of these issues and develop a global perspective on them. Finally, students should have opportunities to develop skills in making and evaluating decisions about ecopolitical issues. Ten propositions are clarified and justified as guides to selection and emphasis of subject matter in secondary school courses in the social studies that include ecopolitical issues. These propositions can also be used as criteria for evaluating treatment of ecopolitical issues in curriculum materials. (JP)

ED 269 027 IR 051 504

Wismer, Donald

Selection Policy: Maine State Library, Reader and Information Services Division.

Maine State Library, Augusta.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Censorship; *Library Collection Development; Library Collections; *Library Materials; *Library Material Selection; Library Planning; *Library Services; Policy; Position Papers; Program Descriptions; *State Libraries
IDENTIFIERS- *Maine State Library; State Regulation

The materials selection policy of the public services division of the Maine State Library analyzes the statutory language under which the library operates, and incorporates the requirements of that language into a broader framework of demand, collection quality, and long term value. Collection development is discussed by Dewey class, followed by paragraphs on the Maine Author Collection, vertical files, maps, audiocassettes, periodicals, and state and federal documents. A gift policy is outlined, and the policy concludes with a statement on challenged materials, the texts of "Library Bill of Rights" (1980) and "Challenged Materials: An Interpretation of the Library Bill of Rights" (1981), and the Maine State Library form entitled "Citizen's Request for Reconsideration of a Book" (1982). (Author/THC)

ED 269 152 PS 015 789

Chauliac, M.; Masse-Raimbault, A. M.
Women's Lives, Mothers' Health. Children in the Tropics No. 159.
International Children's Centre, Paris (France).
PUB DATE- 85
NOTE- 68p.
AVAILABLE FROM- "Children in the Tropics," International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France ($5.00 or 30 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Birth Rate; Developed Nations; *Developing Nations; *Females; *Health; *Intervention; *Mothers; Nutrition; Physical Development; Pregnancy; Rural Areas; Tables (Data)
IDENTIFIERS- Life Expectancy; Mortality Rates

Part of a program of publications concerning the status and advancement of women coordinated in four journals by the Group for Initiatives on Women and Development, this issue of "Children in the Tropics" focuses on mothers' health. Section I describes

factors conditioning the health and nutritional status of women and girls. Discussion centers on life expectancy at birth, maternal mortality rate, and birth rate. Section II focuses on aspects of maternal and child health, including nutritional requirements of pregnant and lactating women; weight gain during pregnancy; mothers' age, number of children, and interbirth interval; maternal nutritional status, breast-feeding, and interbirth interval; anemia; work and women's health; pregnancy in adolescents; abortion; the growth of girl children, starting in the intrauterine period, and their ability to bring pregnancies to term when they reach childbearing age; and sexual mutilations. Section III briefly reports actions aimed at improving women's health in the areas of education, surveillance of pregnant women, food supplementation, planned parenthood, appropriate technology, and legislation. In conclusion, health problems facing rural women are pointed out. Numerous tables and graphs are provided. (RH)

ED 269 361 SP 027 455

Raftery, Sister Francis
The Teacher in the Catholic School.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Interpersonal Relationship; Teacher Behavior; *Teacher Responsibility; *Teacher Role

The primary emphasis of this monograph is upon the importance of spritual strength and commitment on the part of teachers in Catholic schools. It is within this context that the daily tasks, problems, and responsibilities of the teacher are discussed. The personal relationships of all individuals involved with teaching children are considered in the light of shared goals and aspirations. A discussion of the professional qualities and competencies of the teacher leads to a delineation of personnel practices and policies in Catholic schools. A bibliography and an annotated list of suggested readings are included. (JD)

Testing and Evaluation of Student Achievement in Canada. Bibliographies in Education. No. 80 = Administration de tests et evaluation du rendement des eleves au Canada. Bibliographies en education No. 80.

Canadian Teachers' Federation, Ottawa (Ontario).

REPORT NO.- ISBN-0-88989-181-8
PUB DATE- Feb 86
NOTE- 208p.
LANGUAGE- English; French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Educational Testing; Foreign Countries; *Student Evaluation
IDENTIFIERS- *Canada

This annotated bibliography draws together references in English and French to Canadian materials on testing and evaluation of student achievement. The bibliography includes books, journal articles, tests, publications, and manuals, published between 1976 and 1984. Entries are arranged alphabetically under such topical subheadings as: (1) general works; (2) development of testing instruments; (3) diagnostic testing; (4) district-wide testing programs; (5) factors related to achievement scores; (6) fairness in testing; (7) grade inflation; (8) item pools and testing services; (9) longitudinal evaluation of achievement; (10) prediction of achievement; (11) provincial, national, and international testing programs; (12) standardized tests; (13) teacher manuals; (14) teachers' student evaluation procedures; (15) test administration and scoring; (16) test characteristics; (17) test interpretation; and (18) test results for specific content areas. (CB)

ED 269 395 SP 027 576

Mabry, Rodney H.; And Others

Fringe Benefits Available to Public School Teachers in the Southeast. Executive Summary. Occasional Papers in Educational Policy Analysis.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 27p.; For the full report, see SP 027 575.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Compensation (Remuneration); *Fringe Benefits; *Leisure Time; Teacher Recruitment; *Teacher Salaries; *Teaching (Occupation)

This research focused primarily on the fringe benefit element of total compensation for teachers in 12 states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The specific objectives of the research were to: (1) identify the fringe benefits provided school teachers in the 12 Southeastern Regional Council member States; (2) calculate the approximate dollar value of each of the major fringe benefits and present as individual and total annual wage equivalents; (3) identify the extent to which fringe benefits vary by type and amount within the region; (4) examine carefully, theoretically and empirically, the question of whether free time in the summers is a benefit or detriment to teachers, and attempt to place a value on this leisure time; (5) compare teacher fringe benefits and total compensation in the Southeast with other occupations in industries and nationwide;

and (6) make policy recommendations concerning fringe benefits as a part of teacher compensation packages in the Southeast. A short list of references is included. (JD)

ED 269 123 PS 015 735

Boudouris, James
Prisons and Kids: Programs for Inmate Parents.
American Correctional Association, College Park, Md.

REPORT NO.- ISBN-0-942974-70-0
PUB DATE- Jun 85
NOTE- 59p.; Photographs may not reproduce clearly.
AVAILABLE FROM- American Correctional Association, 4321 Hartwick Road, Suite L-208, College Park, MD 20740 (Non-members, $17.95; ACA members, $14.50. 2% discount when payment is enclosed).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Family Programs; *Legal Responsibility; Legislation; Models; *Parent Child Relationship; *Prisoners; Program Administration; *Program Content; Program Descriptions; Program Effectiveness; State Surveys

This book examines the history and experience of programs for children of inmates. Section 1 discusses parental ties, emphasizing bonding and the father's role. Section 2 describes prison nurseries, day care and children's centers, parenting classes, furloughs, family and conjugal visits, community facilities, visitation policies, support services, and penal colonies. Focusing on legal issues, Section 3 discusses the best interests of the child and liability. Section 4 indicates matters raised by child psychologists which program planners should consider and offers recommendations for program implementation and research. Section 5 provides a comprehensive table of types of programs for inmate parents and their children, including prison nurseries, overnight stays, family and conjugal visits, children's and day care centers, parenting classes, and furloughs. The table also indicates the availability of community facilities for mothers and children, number of female inmates surveyed, and lists the names and addresses of surveyed institutions and programs. Also provided in Section 5 are Section 4-1116 (Preserving Parental Relationships) of the Uniform Law Commissioners Model Sentencing and Corrections Act, a list of individuals contacted by survey or for expert opinion, and a bibliography of the literature concerning programs for incarcerated parents and children. (RH)

ED 269 137 PS 015 756

Becher, Rhoda
Parents and Schools.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- 400-83-0021
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Parent Participation; *Parent School Relationship; *Program Content; *Program Implementation; Teacher Attitudes
IDENTIFIERS- ERIC Digests

This ERIC Digest asserts that parent involvement is critical in facilitating children's development and achievement and in preventing and remedying educational and developmental problems. Topics briefly discussed are benefits to children and to parents of parent involvement, effective approaches to parent involvement, problems in involving parents, characteristics of successful parent involvement programs, and related cautions and concerns. Principles for implementing successful programs and sources of additional information are listed. (RH)

ED 269 167 PS 015 827

Rachal, Janella; Hoffman, Lee McGraw

A Four-Year Longitudinal Study of the Sustained Effects of Promotion/Retention and Skill-Specific Intervention Relative to Identified Deficiencies on the Performance of Elementary Students.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Apr 86

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basic Skills; *Compensatory Education; Elementary Education; *Elementary School Students; Grade 3; Grade 4; *Grade Repetition; Longitudinal Studies; Program Effectiveness; *Remedial Programs; State Programs; *Testing Programs

IDENTIFIERS- *Louisiana

One of a series of studies examining Louisiana's compensatory education program, this study investigated four assumptions upon which a skill-specific intervention program was based. Framed as questions, these assumptions are: (1) Is retention effective for students who do not know basic content for a given grade level? (2) When is retention most effective among students who fail to meet prescribed minimum performance standards at each grade level? (3) How do students who have not attained minimum skills required at their grade level but who are promoted perform on the next level? (4) Does early identification and skill-specific intervention prevent later difficulties? Data was obtained from elementary school students whose scores in Louisiana's 1982 Grade 2 Basic Skills Testing (BST) program indicated that they were qualified for compensatory education and who were tracked through 1983, 1984, and 1985. In 1983 promoted and retained subgroups emerged in the data, each of which was further divided on the same promoted/retained basis in 1984 and 1985. The report of results includes a summary of 1982-1985 BST attainment rates of initial 1982 qualifiers and a discussion of the effects of retention at various grade levels. Findings suggest that students have fewer difficulties attaining grade-level basic skills when they are both retained and promptly provided remediation. (RH)

ED 269 267 SE 046 586

Cookson, Connie; Moser, James M.

Coordinated Study Individual Interview Procedures. Working Paper No. 290.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 80
NOTE- 37p.; For related documents, see SE 046 583-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; Elementary Education; *Elementary School Mathematics; Error Patterns; Interviews; Manipulative Materials; *Mathematics Instruction; Problem Solving; *Research Methodology; Student Behavior; *Subtraction

IDENTIFIERS- *Mathematics Education Research

This paper describes the various procedures associated with the individual interviews that are part of the data gathering processes of the Coordinated Study being carried out by the Mathematics Work Group of the Wisconsin Research and Development Center for Individualized Schooling. The first major section describes the six basic verbal addition and subtraction problem types used in the study, how they were selected and how they are varied by substitution of verbal and numerical terms. The second section briefly characterizes the general interview procedures and verbal protocols. The final section gives definitions of the various student behaviors that can be expected in response to the presentation of the verbal problems. The behaviors are classified by models, correctness, strategies, and errors. (Author)

ED 269 328 SO 017 125

Social Studies Curriculum Guide: Government.
Dependents Schools (DOD), Washington, D.C.

REPORT NO.- DS-Manual-2110-12
PUB DATE- Jul 84
NOTE- 81p.; For related documents, see SO 017 113-124.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Curriculum Guides; Federal Government; Learning Activities; Local Government; Non Western Civilization; Outcomes of Education; Political Science; Sequential Approach; Skill Development; *Social Studies; State Government; *United States Government (Course); Units of Study; World Affairs
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught in high school government courses in order to meet the Department of Defense

Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum for high school U.S. government, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For government, the areas of study covered are: introduction to government, politics of American democracy, the three branches of government, and state and local government. (LP)

ED 269 344 SP 026 634

Boyer, Ernest L., Ed.
Panel on the Preparation of Beginning Teachers Report.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- Mar 84
NOTE- 19p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Beginning Teachers; Higher Education; *Knowledge Level; Preservice Teacher Education; *State Standards; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- New Jersey

The Panel on the Preparation of Beginning Teachers was convened by the New Jersey Department of Education to help define two critical elements of teacher preparation: (1) What is essential for beginning teachers to know professionally? and (2) What teaching skills and abilities are most effective? This document is the report of that panel. Recommendations are presented for essential knowledge for beginning teachers in terms of: (1) the curriculum: what is taught and how it is assessed; (2) the students: their characteristics as individuals and the ways in which they learn; and (3) the setting: the classroom and the school. Recommendations are also presented for effective teaching skills, with emphasis on those skills that research suggests are most effective. Consideration is given to two additional suggestions: (1) What are the differences in essential knowledge and skills among elementary, secondary, and special education teachers? and (2) What areas of knowledge for beginning teachers are best taught in a collegiate setting? (CB)

ED 269 426 TM 860 252

Hilton, Thomas L.; And Others
The Oral Language Proficiency of Teachers in the United States in the 1980's--An Empirical Study. Self-Assessment of Oral Language Proficiency. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 85
NOTE- 204p.
GRANT- G008201398; G008302366
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Difficulty Level; French; High Schools; Interviews; *Language Fluency; *Language Teachers; *Language Tests; Listening Comprehension Tests; National Surveys; Questionnaires; Secondary School Teachers; *Second Languages; Self Evaluation (Individuals); Spanish; Teacher Background; *Teacher Evaluation; Teacher Qualifications; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Interagency Language Roundtable; Language Proficiency Interview; National Language Teachers Survey; *Self Assessment Oral Language Proficiency Survey

A self-administering test of oral language fluency was developed for use with high school teachers of French and Spanish. Interviews were also conducted, and biographical data were collected. The original instrument was based on the Foreign Language Questionnaire Pretest developed for the Survey of Global Understanding Project. The focus of the new test was entirely on listening and speaking. It was pilot tested with 24 high school language teachers from five New Jersey schools, who taught French, Spanish, or both. The field study was conducted nationally, using 200 teachers. The questionnaire, which included questions asking for biographical information about foreign language experience, and the Language Proficiency Interview were completed. Correlations between interviews and questionnaire items supported the reliability and validity of the questionnaire. Based on this finding, it was revised and used in the national survey without the more costly interview. Questionnaires were mailed to a national sample of teachers. Over 92 percent, or 878 teachers, responded. The self-ratings were accurate and highly correlated with native language, travel experience, and opportunity to speak the language at home. Extensive appendices include the Language Proficiency Interview, the Self Assessment of Oral Language Proficiency Survey, National Language Teachers' Survey, interviewers' instructions, and a printout showing intercorrelations of ratings and personal characteristics. (GDC)

ED 269 042　　　　IR 051 519

Booth, Pat F.
Report Writing: Guidelines for Information Workers.

REPORT NO.- ISBN-0-946139-30-X
PUB DATE- Jan 85
NOTE- 61p.
AVAILABLE FROM- Elm Publications, Seaton House, Kings Ripton, Cambs PE17 2NJ England (3.50 British pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); *Documentation; Guidelines; *Information Scientists; *Librarians; Position Papers; *Technical Writing

This publication is one in a series of booklets designed to provide basic, practical guidance to information workers and students. It is intended to assist information workers (i.e., librarians, information scientists, archivists, indexers, bibliographers, database managers, information officers--and many other titles by which these workers are known) and those training to be information workers, who are required to write reports on such topics as student projects, research, professional or personal development, financial matters, system evaluations, departmental activities, meetings, and personnel. Guidelines for the production of reports in a variety of information-oriented environments are suggested; in most cases the principles are the same no matter what the context. Background and suggestions are set out within a perspective which looks first at the report as a form of written communication, then at the identification of purpose, topic, and message. Structure and content are then examined, together with the selection of appropriate style, language, and tone. Methods and problems of copy preparation and reproduction are reviewed and the special characteristics of reports for particular purposes are highlighted. The concluding chapter deals with the distribution of the finished report. A list of references is included and an index to the complete text is provided. (THC)

ED 269 068 JC 860 212

Bozeman, William; Hierstein, William J.
Using the Computer to Improve Basic Skills.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 12-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Correctional Education; Educational Benefits; *Prisoners; Program Descriptions; *Remedial Instruction

These presentations offer information on the benefits of using computer-assisted instruction (CAI) for remedial education. First, William J. Hierstein offers a summary of the Computer Assisted Basic Skills Project conducted by Southeastern Community College at the Iowa State Penitentiary. Hierstein provides background on the funding for the project, the short time frame for planning and implementation, staffing, teacher training, software needs, and student reactions and outcomes. Quotations from project and prison staff, instructors, and inmates are provided, demonstrating the degree to which computer-assisted instruction gained support and generated enthusiasm even among those who were initially skeptical about the project. William C. Bozeman offers an overview of CAI, looking at different modes and features (e.g., drill and practice, tutorial programs, and simulations) and discussing the advantages and effectiveness of the approach. Finally, a software purchase list, including information on vendors and costs, is presented. (AYC)

ED 269 083 JC 860 228

Fall Quarter Report, 1985. Washington Community Colleges.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 86
NOTE- 49p.; Prepared by the Division for Information Services & Enrollment Planning.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Administrators; Age; College Faculty; *Community Colleges; Courses; *Enrollment Trends; Ethnic Groups; Females; Financial Support; Full Time Equivalency; Males; Personnel Data; Salaries; *School Personnel; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington

Fall 1985 data on enrollments, student characteristics, and personnel at Washington's community colleges are provided in this report and contrasted with historical data for fall quarters 1980 through 1984. Report highlights are presented, indicating: (1) in fall 1985, the Washington community college system served 153,460 students, 130,498 of whom took at least one state-funded course; (2) there was a 1% drop in the full-time equivalent (FTE) enrollment of students under the age of 30, while the FTE enrollment of students 30 and over continued to increase; (3) enrollment in basic skills courses continued a 5-year pattern of growth; and (4) patterns of enrollment by full-/part-time status, sex, race, and on-/off-campus attendance were unchanged from the previous fall. The next section of the report focuses on student characteristics, including statewide and college data on enrollment by full-/part-time status, age, sex, and ethnic group. The report offers FTE enrollment data by funding source, course intent, instructional subject areas, and time and location of classes. The final section contains employment status data on faculty, administrators, and staff. (AYC)

ED 269 097 JC 860 246

Bohan, John F.; Hales, Loyde W.
Instrumental and Terminal Life Values of Part-Time and Full-Time Community College Faculty in Selected Teaching Assignments.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Faculty; Community Colleges; Political Attitudes; *Social Values; State Surveys; *Teacher Attitudes; Two Year Colleges; *Values
IDENTIFIERS- *Oregon

A study was conducted to investigate the instrumental (e.g., Ambitious, Broadminded, Capable, Imaginative, Intellectual, Loving, and Responsibile) and terminal (e.g., A Comfortable Life, A Sense of Accomplishment, Equality, Health, National Security, Mature Love, and Salvation) life values of community college faculty in Oregon using the Rokeach Value Survey. A stratified (by full-/part-time teaching status and teaching assignment) proportional (by college) random sample of 984 instructors was surveyed. Study findings, based on a 51% response rate, included the following: (1) with regard to terminal values, faculty placed greater value on Health, Self-respect, Family Security, and Freedom, and less value on Salvation, Pleasure, National Security, and Social Recognition; (2) with respect to instrumental values, faculty placed greater value on Honest, Reliable, Capable, and Loving, and less value on Self-controlled, Polite, Clean, and Obedient; (3) English composition instructors placed greater value on A World of Beauty than did auto/industrial mechanic, secretarial science, and health occupations instructors; and (4) part-time social science instructors placed grater value on Courageous than did part-time health occupations instructors; and (5) males placed greater value on A Comfortable Life and An Exciting Life while females placed greater value on Self-respect and True Friendship. Based on study findings, it was concluded that community college instructors differ in life values and that these differences are related to teaching assignment and, to a lesser extent, the sex and faculty status of the instructor. (EJV)

ED 269 110 JC 860 261

Baldwin, Anne
Placement and Follow-Up Summary Manual: Miami-Dade Community College.
Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Dec 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Data Collection; Enrollment; *Followup Studies; Graduate Surveys; *Institutional Research; *Management Information Systems; Research Methodology; School Surveys; Two Year Colleges; *Vocational Followup

This manual provides information on the accountability reports prepared by Miami-Dade Community College for use on federal, state, and local levels. First, an overview is presented of the purposes of the Placement and Follow-Up (P&F) system, uses of the data, and the tasks involved in P&F reporting. The bulk of the manual explains the following data collection activities: (1) program enrollments and completions; (2) pre-program admittance enrollments; (3) supplemental, special needs, and apprenticeship course enrollments; (4) developmental and community instructional service enrollments; (5) the feedback system, which combines information from the community colleges, the State University System, and the Florida Department of Labor and Employment Security to produce reports on the status of community college graduates; (6) survey of former students; and (7) other activities, such as surveys of campus nurses and handicap coordinators to obtain handicapped data, maintenance of job placement logs, surveys of graduation applicants, surveys of program managers, and employer surveys. The next sections provide explanations of the processing of collected data, preliminary checks of data accuracy and integrity, steps taken after the creation of a master file tape, and master file and work file creation. The final sections focus on the preparation of the student P&F report, on employer follow-up, and discuss issues and subsidiary procedures that impinge upon the P&F system. (RO)

ED 269 181 RC 015 667

Diaz-Guerrero, Rogelio; And Others
Understanding Mexicans and Americans: A Mexican-U.S. Communication Lexicon of Images, Meanings, and Cultural Frames of Reference.
Institute of Comparative Social and Cultural Studies, Inc., Washington, D.C.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 359p.; Appendix 1 contains small print.
GRANT- G008302219
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitudes; *Communication Research; Comparative Analysis; Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Images; Cultural Traits; Foreign Countries; Higher Education; Human Relations; *Intercultural Communication; Language Role; Latin Americans; *Mexicans; Sociocultural Patterns; Values
IDENTIFIERS- *Americans (United States); Associative Group Analysis; *Colombians; United States

This "communication lexicon," a new source of information in the field of language and area studies, describes how selected themes such as family, society, work, and entertainment are perceived and understood by members of the Mexican, Colombian, and United States cultures. It identifies broad trends of perceptions and evaluations through analysis of related themes. The awareness it provides of differences in perceptual and motivational dispositions can be applied to educational and training tasks which require cultural sensitivity and interpersonal skills. Information is based on Mexican and United States student samples tested in Mexico City and Washington, D.C. A parallel presentation is based on a comparable Colombian sample. Introductory chapters discuss problems of cultural understanding and how research information can be used in communication strategies. Chapters 3-12 present Mexican and American images and meanings from themes of Family/Self, Friendship/Understanding, Community/Society, Love/Sex, Religion/Mortality, Education/Upbringing, Economy/Money, Work/Achievement, Government/Politics, and National/Ethnic Images. Graphs are used to show differences and similarities. General trends across several themes reflecting perceptual and motivational dispositions are discussed in chapter summaries. The original response lists arranged in semantically related clusters for each theme are provided in Appendix 1. The Associative Group Analysis method used to collect and interpret research data is discussed in Appendix 2. (FL)

ED 269 252 SE 046 570

Blank, Rolf K.
Teacher Quality in Science and Mathematics Education: Recommendations for Research from a National Research Council Conference.
National Academy of Sciences - National Research Council, Washington, DC. Committee on Research in Mathematics, Science, and Technology Education.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mathematics Education; Performance Factors; *Research Needs; *Science Education; *Teacher Education; *Teacher Effectiveness; *Teacher Recruitment

Thirty-five experts from several fields of research participated in a discussion to explore whether future research is needed on issues related to teacher quality, what kinds of research are needed, and in particular, what issues could best be addressed by a National Research Council study of teacher quality in elementary/secondary science and mathematics. Findings and recommendations that define needed research on teacher quality (which has direct relevance to policies concerning teacher training, development, and selection) are grouped into the following six categories: (1) studies to assist recruitment and selection of teachers; (2) studies on education of teachers: subject matter proficiency; (3) studies on evaluation of teachers development of teaching skills; (4) studies on effects of teaching practices; (5) studies on conditions fostering quality teaching; and (6) studies on societal issues related to teacher quality in science and mathematics. Two recommendations (related to the first category) include investigating effects of state and local policies which set new standards for entry into the teaching profession and analyses of the relationship between teacher supply and demand issues and quality issues, such as the effect of non-certified and "out-of-field" teachers on quality, and implications of differing criteria of "qualified." (JN)

ED 269 283 SO 017 005

Garson, G. David
Computer Simulation in Social Science.

PUB DATE- 15 Oct 85
NOTE- 46p.; Some pages may be marginally legible due to light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; *Educational History; Educational Needs; *Educational Trends; Elementary Secondary Education; Microcomputers; Postsecondary Education; Resource Materials; *Social Sciences; Social Studies; Teaching Methods; Trend Analysis

From a base in military models, computer simulation has evolved to provide a wide variety of applications in social science. General purpose simulation packages and languages such as FIRM, DYNAMO, and others have made significant contributions toward policy discussion in the social sciences and have well-documented efficacy in instructional settings compared to traditional settings. With the microcomputer revolution has come a revival of computer simulation, first in pre-collegiate education, then in a variety of other areas including urban policy, social processes, and research methodology. In spite of the significant body of research and software in social science it is striking that (1) this research and teaching tradition exists almost entirely outside the "mainstream" of social science journals and textbooks, and (2) the impact of computer simulation has had a relatively greater impact on teaching than research. These findings reflect the state of the social sciences. Attempts at simulation in research-poor environments inevitably lead to models characterized by low reliability, oversimplification, and neglect of causal factors. These three obstacles are the reason why computer simulation has remained a specialized area within social science and is removed from the mainstream practice of social scientists. It is concluded that computer simulation in social science, though a positive way of accumulating knowledge, is apt to remain the step-child it has always been. Over 90 related references conclude the publication. (LH)

ED 269 297 SO 017 066

National Endowment for the Arts: 1965-1985. A Brief Chronology of Federal Involvement in the Arts.

National Endowment for the Arts, Washington, D.C.

PUB DATE- Sep 85
NOTE- 57p.; Document printed in colored ink or colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reference Materials - General (130)
DESCRIPTORS- *Art Activities; *Art Appreciation; Federal Government; Fine Arts; *Government Role; Social History; Theater Arts; United States History; Visual Arts
IDENTIFIERS- *National Endowment for the Humanities

A detailed history of United States government involvement with the arts from 1780 to 1985 is provided in chronological form. Entries range from notes documenting John Adams' and Thomas Jefferson's commitment to the arts to notes on annual budgets and allocations. Separate sections contain lists of the original members of the National Council on the Arts; the Presidential Task Force on the Arts and Humanities; the President's Committee on the Arts and Humanities; Recipients of the Presidential Awards for Service to the Arts; the National Endowment for the Arts 20th Anniversary Committee; National Medal of Arts Awardees; and current and former members of the National Council on the Arts. (LP)

ED 269 314 SO 017 111

Woyach, Robert B.
The Changing Image of World Affairs and the Role of Citizen: Local Communities and Global Education.
PUB DATE- May 83
NOTE- 32p.; Paper presented at the Working conference on Using the Local Community in Global Education (Columbus, OH, May, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Elementary Secondary Education; *Global Approach; *International Relations; Social Systems

Two assumptions of efforts to use the community in global studies are: (1) Local communities are significant points of origin and points of impact for much of what we mean by world affairs, and (2) the linkage between the community and world affairs creates for local people a legitimate citizenship interest and role with respect to world affairs. These assumptions hold whether we see the community primarily as an audience, as a support system, or as a curriculum resource for education on world affairs. The concept of international system should be used to help students organize and interpret phenomena that connect local communities and world affairs. This concept can help students to understand and appraise the consequences of their actions on others, near and far, and the effects of others' actions on them. Finally, students can learn how citizenship may be exercised similarly and differently with respect to individual and community interests that pertain to local, national, and international levels of activity. By forging local linkages with the global community, social studies educators can teach students that they are involved in the world, that the world affects their lives, and that interdependence is a fact of life. This perspective is critical if students are to understand the relationship between global interdependence and systems and their personal exercise of citizenship. If global education is to have a meaningful citizenship dimension, then the use of community based curriculum materials is essential. (JP)

ED 269 412 TM 850 542

Anderson, Scarvia B.

On the ERS Standards.

PUB DATE- 11 Oct 84
NOTE- 8p.; Paper presented at the Joint Meeting of the Evaluation Network and the Evaluation Research Society (San Francisco, CA, October 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Evaluation Problems; *Evaluators; Financial Problems; Information Utilization; Job Skills; *Program Evaluation; *Standards
IDENTIFIERS- *Evaluation Research Society; *Evaluation Standards

It has been two years since the Evaluation Research Society (ERS) published its Standards for Program Evaluation. The standards have influenced professional activities, such as panel discussions, and have been useful in training evaluators. However, the question arises as to whether the standards have been consulted by practicing evaluators or persons hiring evaluators. The ERS standards were sponsored by wealthy organizations with large staffs, and reflect that bias. Careful adherence to the standards requires more resources than are often available. Moreover, the standards suggest that evaluators should be extraordinarily capable, and possess many skills: (1) scientist/researcher/clinician; (2) administrator/manager; (3) contractor/business partner; (4) humanist; and (5) communicator/action agent. The standards need to be made more widely applicable for institutions with a small budget as well as for wealthy organizations. Principles are needed which address the following issues: choices faced by evaluators; ethical considerations betwen the evaluator and the client; and context, costs, and control. Considerations of these principles could result in a set of standards which is even better than a merger of the ERS standards and the Joint Committee standards. The standards stimulate reexamination of the practice of evaluation. (GDC)

ED 269 195 RC 015 698

Chenery, Mary Faeth
The ACA Standards Organizer. A Tool for the Preparation of Camps for Visitation for American Camping Association Camp Accreditation and Site Approval.
American Camping Association, Martinsville, Ind.
PUB DATE- 85
NOTE- 367p.
AVAILABLE FROM- American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 ($29.95 plus $3.60 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Administrative Policy; *Camping; Day Camp Programs; Definitions; *Evaluation Criteria; *Facility Guidelines; Health Services; Institutional Evaluation; Personnel Policy; *Program Content; Resident Camp Programs; Site Analysis; Specifications; *Standards
IDENTIFIERS- *American Camping Association

This comprehensive guide helps camp administrators prepare for camp accreditation and site approval visits by the American Camping Association (ACA). The introductory sections outline the purpose and administration of the standards program and provide definitions of camping terms. Standards are organized under one section for camp accreditation and another for site approval. Specific standards and their interpretation are listed one-per-page with a section for the camp director's evaluation of camp compliance and a section for indicating evidence of compliance. For camp accreditation, standards are listed under the headings of site, administration, personnel, program, and health care. Additional standards are included for aquatic, tripping, horseback riding, and travel programs. For site approval, standards are listed under the heading of basic, administration, personnel, health care, and aquatic. The appendix contains numerous sample forms needed for

camp administration, e.g., personnel policies, comprehensive plan outline, statement of goals and objectives for camper development, employment contract, architectural barriers checklist, and health records. The appendix also provides ACA publications related to standards, a cross reference for current and prior ACA standards, and a directory of organizations offering support for camp administration. (JHZ)

ED 269 237 SE 046 551

Platt, Season, Ed.

Honeybees.

Ida Cason Calloway Foundation, Inc., Pine Mountain, GA.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- *Animal Behavior; *Biology; Ecology; Elementary Education; *Elementary School Science; *Entomology; Resource Materials; Science Education; *Science Instruction
IDENTIFIERS- *Bees; *Insects

The life patterns, behaviors, and functions of the social insects, the honeybees, are presented in this publication. Illustrations and information are offered on the topic areas of: (1) the honeybee society (explaining the jobs of the queen, worker, and drone bees); (2) the hive (describing how the hive is constructed, how new bees develop, and how honey is made); (3) flowers and honeybees (highlighting the process of pollination); (4) beekeeping (discussing the popularity and products of this hobby); and (5) funfacts (describing bee navigation, temperature regulation, use of beeswax and a recipe for a honey-based snack). (ML)

ED 269 362 SP 027 462

Persell, Caroline H.; Cookson, Peter W., Jr.

Teacher Personnel Policies and Possible Outcomes in Four Types of Secondary Schools. Final Report.

New York Univ., NY. Dept. of Sociology.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 11 Nov 85
NOTE- 64p.
GRANT- NIE-G-83-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Personnel Policy; Secondary Education; *Teacher Persistence; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand

Recruiting and retaining good teachers has recently reemerged as an important policy concern on the national agenda, as shortages of qualified teachers have appeared in a number of regions around the country. This four-section report addresses the recruitment and retention of teachers. The first section considers the shortage of high quality teachers, proposed explanations, and how teacher personnel policies are a strategic area for addressing the problmem. The second section describes the samples and data drawn upon to provide insights into a broad array of teacher personnel policies and practices. Section three examines important features shaped by teacher personnel policies, factors which may mediate these policies in important ways, and possible consequences of those policies. The final section offers hypotheses about how various teacher personnel policies may have significant educational consequences. (CB)

ED 269 380 SP 027 522

Hawley, Willis D.; And Others
A Conceptual Framework for the Mission of the NIE Research and Development Center for Teacher Quality and Effectiveness: Final Report.
George Peabody Coll. for Teachers, Nashville, Tenn.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 85
NOTE- 61p.
GRANT- NIE-G-85-7107
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Organizational Objectives; *Research and Development Centers; *Teacher Effectiveness; *Teacher Improvement; Teacher Motivation; Teacher Recruitment; *Teaching Conditions
IDENTIFIERS- National Institute of Education; *Research and Develop Ctr Teacher Quality Effective

This report presents a conceptual framework for the mission of the National Institute of Education (NIE) Research and Development Center for Teacher Quality and Effectiveness. Several important issues that should be the focus of the Center are identified, and the theoretical foundations to guide the research and development activities to study these issues are discussed. Also outlined is the role that the Center should have in assuming national leadership in the study of teacher quality and effectiveness, and the importance of developing new knowledge and perspectives that can inform the development and implementation of policy and can be taken and used by practitioners to improve their life, work, and productivity as teachers. The developers of this conceptual framework examined a broad range of popular, professional, and scholarly publications; consulted widely with policymakers and pracitioners; and undertook a survey of representatives of various education interest groups. The central issues that the Center should be engaged in are listed and discussed, including: (1) to attract and retain teachers; (2) to continuously enhance the competence of teachers who are recruited and who are currently in the profession in ways that increase their effectiveness; (3) to establish conditions in the workplace that facilitate the effective use of that competence; and (4) to motivate teachers to do their best and improve their practice. (CB)

ED 269 396 SP 027 579

Ryan, Charles W.; Butzow, John W.
Infusing Research into Teacher Education: Ideas for Practice.
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986). Faint print will affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Research Utilization; Seminars; *Student Teacher Supervisors; *Teacher Education Programs; *Teacher Supervision
IDENTIFIERS- Indiana University of Pennsylvania

A process for infusing clinical supervision research findings into teacher education programs was implemented at Indiana University of Pennsylvania. The major goal of the program was to improve the clinical practice of supervision from both the public school faculty perspective and the university supervisor role. A planned seminar series assisted teachers, administrators, and university faculty in developing clinical supervision skills based on national models. During the initial implementation of the program, 30 teachers, administrators, and university faculty examined issues and problems related to initiating research-based supervisory practices within the university and school settings. Although minimal change occurred in the teacher education and public school participant programs, greater change is expected as the program is better understood and implemented for all participants. (CB)

ED 269 028 IR 051 505

Today's Libraries. A Resource Guide for Teachers.
Ventura County Superintendent of Schools, Calif.
PUB DATE- 84
NOTE- 45p.; Developed by staff from the Thousand Oaks Library, Ventura County Library Services Agency, and the Ventura County Superintendent of Schools, Curriculum Department.
AVAILABLE FROM- IDEA Factory, Building 174, 275 Pleasant Valley Road, Camarillo, CA 93010 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Guidelines; Instructional Materials; Library Cooperation; *Library Instruction; *Library Materials; *Library Skills; *Public Libraries; *School Libraries

This resource guide was developed to provide teachers with ready-to-use activity sheets and suggested discussion topics to teach basic skills students need to use both school and public libraries effectively. Several assumptions were made in developing the guide: students can read at their grade level (although most materials are easily adapted); students know the parts of a book; all materials are housed in the library according to a logical system; and students understand an author's inverted name. Based on these assumptions, the guide includes a variety of teaching aides to help with instruction on how to use a card catalog, microfilm catalog, and computer online catalog. Students receive decoding tips for information found on various types of entries and gain a basic understanding of library terminology. The materials are classified by grade levels, 2-3, 4-6, 6-8, followed by two separate glossaries of vocabulary appropriate for the various levels. A list of suggested independent activities which can be adapted to any grade level is included. A bibliography of recommended supplementary sources concludes the document. (THC)

ED 269 055 JC 860 199

Head, Ronald B.
PVCC First-Time Student Profile, Fall Quarter 1985. Research Report 1-86.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Apr 86
NOTE- 31p.; Some tables and graphs may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Community Colleges; Enrollment; *Enrollment Trends; High School Graduates; Majors (Students); *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

During fall 1985, a study was conducted of the demographic and enrollment characteristics of first-time Piedmont Virginia Community College (PVCC) students. The study, which sought to identify any longitudinal trends developing over the past 4 years, revealed the following: (1) 696 first-time students enrolled at PVCC in 1985, representing the smallest group of first-time students since 1974, and accounting for only 18.1% of the total student body; (2) the typical fall 1985 first-time student was a white female, between 18 and 21 years of age, residing in either the city of Charlottesville or Albemarle County; (3) first-time students tended to enroll part-time, in day classes, and not in a curricular program; (4) between 1983 and 1984, there was a 31.4% decrease in the number of recent high school graduates enrolling at PVCC; (5) there was a steady drop in the number and proportion of first-time students majoring in General Studies; and (6) the percentage of first-time students accepted by PVCC who actually enrolled increased dramatically. The report emphasized the importance of maintaining successful outreach efforts at area high schools and recommended that recruiting first-time students at PVCC be closely monitored. (EJV)

Silverman, Robert J.; Demmert, William G., Jr.
Characteristics of Successful Native Leaders.
PUB DATE- May 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability; *Alaska Natives; *American Indian Education; *Attitudes; Family Influence; *High Achievement; *Leadership Qualities; Life Satisfaction; Questionnaires; Socioeconomic Influences; *Success; Teacher Influence; Values
IDENTIFIERS- Alaska (Southeast); Haida (Tribe); Tlingit (Tribe); Tsimshian (Tribe)

Characteristics were profiled for 40 southeast Alaskan Haida, Tlingit, and Tsimshian tribal members in positions of responsibility in business, government, or a profession. Respondents had found school easy, did well, liked school, and participated in school-related activities. Positive influence and encouragement of family members, especially mothers, were important success factors. Families viewed school as important and expected children to do well. Over half the respondents indicated teachers as a key influence outside the immediate family, with advice, push to action, and role model the most frequent forms of encouragement. Positive learning experiences outside of school were important, especially experiences involving social skills. Family socioeconomic level had a positive effect on future success. Family members of 80% of respondents were clan, church, or community leaders or were recognized for some skill. Establishment of goals was important to success, with deciding to go to college the most common goal. "Making a contribution to society" and "being at peace with oneself" were the most used definitions of success. Respondents felt they had had many opportunities to succeed, but had encountered barriers of racism and lack of money. Applications to educational situations are suggested. Questionnaire, tabulated responses, and respondents' comments form the appendix. (LFL)

ED 269 221 SE 046 511

Garmulewicz, Liza Ireland

Holistic Environmental Education: Central to Necessary Reform in Elementary Science Education.

PUB DATE- 28 Mar 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Environmental Education; *Holistic Approach; Science and Society; *Science Education; *Technology

Holistic environmental education is viewed as a means of assisting in a long-term resolution of environmental degradation. Guidelines for a holistic environmental science curriculum are outlined for teachers and curriculum developers in this document. Major areas addressed include: (1) world views (discussing current and emerging paradigms and ideologies); (2) science education (providing suggestions for curricular modifications and adaptations); (3) holistic environmental science education (presenting models for developing environmental awareness, knowledge, skills, attitudes, and behaviors); (4) pedagogy (explaining the benefits of outdoor/inquiry learning, simulations, and case studies); (5) procedural frameworks (offering an example of how topics, skills, concepts and attitudes can be organized). (ML)

ED 269 268   SE 046 587

Kouba, Vicky L.; Moser, James M.
Results from Fourth Individual Interview (September 1979), Coordinated Study No. 1. Working Paper No. 292.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 80
NOTE- 123p.; For related documents, see SE 046 583-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 2; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Data are reported from the fourth individual interview conducted in 1979 as part of a 3-year study on addition and subtraction using verbal problem solving. Ninety-nine second-grade children in two schools in Wisconsin that used the Developing Mathematical Processes program were individually administered six problem types (two solvable by addition and four solvable by subtraction) given under four conditions involving size of numbers and presence or absence of manipulative materials. Answers were coded by model, correctness, and strategy. Individual student profiles are discussed first, followed by a summary of pupil response data. Several important aspects of the summary data are isolated for contrast and comment. Finally, some secondary analyses of combined data are given. Appendices contain sample problem tasks and individual student profiles. (MNS)

ED 269 329 SO 017 126

Parisi, Lynn, Ed.
Creative Role-Playing Exercises in Science and Technology.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-306-3
PUB DATE- 86
NOTE- 438p.
CONTRACT- 400-83-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Air Pollution; *Controversial Issues (Course Content); Decision Making; Environment; Environmental Education; Genetic Engineering; Instructional Materials; Learning Activities; Nuclear Power Plants; Nuclear Technology; Pollution; Problem Solving; *Science and Society; *Science Instruction; Secondary Education; Simulation; Skill Development; *Social Studies; Units of Study; Water Pollution

Five simulations for addressing science-related social issues in either the secondary science or social studies classroom are presented. Following a foreword, introduction, and description of the conceptual basis for the activities, each of the activities is presented in its entirety. Complete teacher and student materials for conducting each of the following simulations is presented: storage of spent nuclear fuel, control of recombinant DNA, the acid rain controversy, toxic waste controls, and the controversy over seabed mining. Each simulation follows a standard format emphasizing student skills of information processing, problem solving and group decision making. Students are divided into groups representing a decision-making body and pro, con, and compromise positions on a given issue. Students research their position using provided data and library resources, ultimately using their findings to support their group's position in a simulated public or agency hearing on the subject. Each activity contains step-by-step instructions and student handouts. Each simulation takes approximately two weeks. (LP)

ED 269 138   PS 015 760

Goldberg, Sally
Teaching with Toys: A Handbook of Songs and Exercises.
PUB DATE- 85
NOTE- 21p.; For related document, see PS 015 761.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; *Infants; *Language Acquisition; Learning Activities; *Physical Activities; *Songs; *Toddlers
IDENTIFIERS- *Rhyme

Songs, rhymes, and sayings entered in this handbook are particularly useful as basic teaching techniques for babies and small children. Popular and easy to learn, many are simple Mother Goose nursery rhymes. Others are traditional songs and sayings that have been passed on from generation to generation in our culture. Some are appropriate for use when infants are given exercise. Materials for toddlers are appropriate for refining movement,

teaching concepts, and developing creativity. (RH)

ED 269 153 PS 015 791

Fuchs, Lucy
Pre-Reading and Reading Skills in Pre-Schools: A Preliminary Study.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (37th, Orlando, FL, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Day Care Centers; Early Childhood Education; *Incidence; *Prereading Experience; *Preschool Curriculum; Reading Readiness; *Reading Skills
IDENTIFIERS- *Florida (Saint Leo)

A total of 26 preschools and day care centers in Saint Leo, Florida indicated the extent to which they were involved in teaching prereading and reading skills, when a questionnaire listing 50 reading and related activities was sent to 54 local centers. Respondents were instructed to indicate whether they engaged in the listed activities frequently, sometimes, or never. Overall, findings indicated that the day care centers and preschools appeared to be implementing appropriate prereading activities. Discussion emphasizes the importance of developmentally appropriate activities, and recommendations are offered for guiding the introduction of prereading into the preschool setting. (RH)

ED 269 168 PS 015 828

Richards, Herbert C.; Bear, George G.
Attitudes toward School Subjects of Academically Unpredictable Elementary School Children.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Elementary School Students; Intermediate Grades; *Negative Attitudes; *Overachievement; Rural Youth; *School Attitudes; *Student Attitudes; *Underachievement

IDENTIFIERS- West Virginia

Richards, Gaver, and Golicz (1984) found that, in contrast to peers whose grades were accurately predicted from performance on aptitude tests, both extremely underachieving and extremely overachieving fourth-graders had negative academic attitudes. The present study aimed to replicate and extend these findings. Subjects in the replication study were predominantly from lower-class, rural homes, differing from the suburban, middle-class sample of the original study. In the replication, 30 fourth-grade, 71 fifth-grade, and 80 sixth-grade students were administered the Elementary Form of the Estes Attitude Scales and the Science Research Associates battery. Also, end of year mathematics, reading, and science grades were obtained. Results of regression analyses and one-way analyses of variance did not replicate the findings of Richards and colleagues, as far as overachievers were concerned: at every grade level extreme underachievers displayed the most negative attitudes and extreme overacheivers displayed the most positive. The discrepancy between findings of the original and those of the replication study is speculatively attributed to demographic differences in the samples. (RH)

ED 269 345 SP 026 936

Research on Effective Schools/Classroom Processes. Research Resources Dealing with the "Effective School" Literature. Classroom Processes.

Utah State Office of Education, Salt Lake City.

PUB DATE- Jan 84
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Literature Reviews; *School Effectiveness; Teaching Methods

This report is intended as a resource for educators on the subject of effective schools literature as it pertains specifically to classroom processes. The first chapter presents some basic notions which underlie the effective schools literature and the classroom process aspects of that literature. A detailed analysis is offered in the second chapter of 11 classroom processes frequently cited in effective schools literature: (1) academic expectations; (2) academic learning time; (3) classroom management; (4) curricular congruence; (5) direct teaching/instruction; (6) monitoring and evaluative feedback; (7) homework; (8) parents' academic involvement with their children; (9) reinforcement of self-concept; (10) rewards for achievement; and (11) teacher questioning practices. Chatper 3 presents abstracts of useful publications pertaining to the effective schools-classroom process literature. In chapter 4, an article by Donald E. Mackenzie, "Research for School Improvement: An Appraisal of Some Recent Trends" is reprinted. Chapter 5 is a comprehensive collection of effective schooling practices materials produced by the Northwest Regional Laboratory. The final chapter offers a list of materials currently available at the Utah State Office of Education pertinent to the effecitve schools literature. An appendix includes a report "Indicators of Quality Schools," produced by the Colorado State Department of Education. (JD)

ED 269 043 JC 860 110

Johnston, Thomas S.; Simpson, Mary Margaret
Evolution of the Nebraska Technical Community College System.
Nebraska Technical Community Coll. Association, Lincoln.
PUB DATE- Jan 86
NOTE- 11p.; In its: Profile of the Nebraska Technical Community College System, pp. 5-13, Jan 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Community Colleges; Educational History; Futures (of Society); Governance; *Institutional Characteristics; *Organizational Climate; *Technical Education; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Nebraska

An overview is provided of the historical development, organizational structure, and programs and services of the Nebraska Technical Community College (TCC) System. First, statutory provisions establishing the TCC system and defining its priorities are cited, explaining that the system was established to create locally governed and supported technical community college areas with the major educational emphasis on occupational education. Next, the historical development of the TCC system is traced, explaining the present system's evolution from three separate sources: two-year junior colleges, state vocational/technical colleges, and area vocational/technical schools. The next section focuses on the TCC's organizational structure, noting that the organizing principle of the system is local control and that the six TCC Areas are independent political subdivisions responsible directly to the State Legislature. This section also explains the role of the State Board for Technical Community Colleges and the Nebraska Technical Community College Association in providing statewide coordination. Finally, the paper examines the programs and services of the TCC system. The three major roles of the system (i.e., vocational technical programs and non-degree occupational education; general academic transfer programs; and avocational recreational courses) are highlighted, along with other special roles (i.e., remedial programming, including adult basic education and general educational development; general education; economic development activities, such as customized job training, retraining, and upgrading; and in-depth academic and career assessment and counseling). (EJV)

ED 269 069 JC 860 213

Young, Darroch F.
Enriching the Transfer Effort: The Santa Monica College Scholars Program.
Santa Monica Coll., CA.
PUB DATE- Feb 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Core Curriculum; Higher Education; *Honors Curriculum; *Intercollegiate Cooperation; Program Descriptions; Transfer Programs; Two Year Colleges; Two Year College Students

A description is provided of the development, implementation, operation, and outcomes of the Santa Monica College Scholars Program, a partnership of six colleges and universities assisting students with demonstrated academic achievement to accomplish their goal of earning a baccalaureate degree. First, introductory material highlights selected program features, including: (1) guaranteed admission to any participating university; (2) a mandatory core curriculum with restricted enrollment; (3) discussions among faculty from each participating institution regarding curriculum content and rigor; and (4) a special support network for program participants. After delineating the purpose and objectives of the Scholars Program, the paper describes the following program features: student entrance and maintenance requirements; core curriculum; services to students provided by the University of California at Los Angeles (UCLA) and Santa Monica College; and interinstitutional activities. The steps in the implementation of the program are outlined, including determining program management, establishing the curriculum, developing brochures, recruiting and enrolling students, conducting a reception for students, and coordinating services and articulation with partner colleges. The next section looks at the results of the program, focusing on student characteristics and the qualitative assessments provided by participating students and faculty. Finally, program characteristics that make the Scholars Program a model for future efforts to strengthen postsecondary education are highlighted. (AYC)

ED 269 084 JC 860 229

Grosset, Jane M.; Hawk, Thomas R.
Development of a Socio-Economic-Status Index Using United States Census Data.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; *Economic Factors; Factor Analysis; High Risk Students; Income; *Predictor Variables; *Research Methodology; *Social Indicators; Socioeconomic Background; *Socioeconomic Status; Two Year Colleges; *Two Year College Students; Urban Education; Withdrawal (Education)

The study reported here employed a quasi-factorial ecological approach to explore the possibility of using economic and social indicators available from the 1980 census to construct a socio-economic status (SES) index. The study hypothesized that if an appropriate factor analysis model could be identified, factor score equations could be used to construct an SES index for each of the 49 zip codes in a large eastern city. In turn, students attending a public two-year college in the city could be assigned an SES measure on the basis of their residential zip code. Using census data, seven economic and social indicators (i.e., mean per-capita income, median household income, percentage of persons below the poverty level, percentage of high-school graduates and college graduates, percentage of individuals on unemployment, and percentage of individuals on work disability) were factor analyzed. Indices representing dimensions of economic deprivation and educational attainment were used to categorize zip codes as either high or low SES. Correlations of the SES indices with high-risk student behaviors, academic performance, and attrition were statistically significant in most analyses, albeit they offered only modest contributions to the explanation of overall variation. Institutional efforts to use the SES variables in counseling and recruitment have been extremely cautious, in recognition of the fact that SES data can only be used in the context of a holistic assessment. (RO)

ED 269 111 JC 860 262

Baldwin, Anne
Foreign Student Profile. Research Report No. 86-16.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 86
NOTE- 67p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Degrees (Academic); *Enrollment Rate; *Enrollment Trends; Ethnic Groups; *Foreign Students; Grade Point Average; Multicampus Colleges; School Demography; *Student Characteristics; Two Year Colleges; *Two Year College Students

In response to frequent data requests regarding foreign students at Miami-Dade Community College (MDCC), this report presents an overview of foreign student enrollments in U.S. institutions of higher education and examines foreign student enrollments and completions at MDCC. Section 1 provides a national overview, covering U.S. colleges with the largest foreign enrollments and foreign student enrollments by state, field of study, and country of origin. Section 2 deals with MDCC foreign enrollments, indicating that Miami-Dade matriculated more foreign visa and refugee students (N=4,316) in 1984-85 than any other U.S. college. Tables profile foreign students by country of origin, immigration status, degree program, and campus, native language, place of residence, full-/part-time status, credits taken, and grade point average (GPA). Finally, section 3 provides program completion data for MDCC's foreign students by citizenship status, ethnicity, degree type, age at graduation, year of first admission, and miscellaneous student factors. Highlighted findings include the following: (1) the largest numbers of foreign students at MDCC come from the Caribbean Islands, Central America, and northern South America; (2) in the past 20 years, the number of foreign students enrolled at MDCC increased dramatically from 800 to 9,795 students; (3) visa students had the highest mean GPA and mean cumulative credits, resident aliens had mean GPA's that nearly equaled those of U.S. citizens, and refugees had somewhat lower GPA's than the other citizenship cohorts; (4) foreign students had higher mean hours earned and mean hours attempted than the MDCC student population as a whole; and (5) between 1980-81 and 1984-85, declines were seen in U.S. citizen and visa graduates in both numbers and percentages, while increases occurred in both resident alien and refugee graduation proportions. (EJV)

ED 269 124 PS 015 736

Bates, Marlys; Koskie, Beth
Child Abuse Issues for Child Care Providers.
Greater Minneapolis Day Care Association, MN.; Minnesota Univ., Minneapolis.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Jul 85
NOTE- 34p.; For related document, see PS 015 737.
AVAILABLE FROM- Greater Minneapolis Day Care Association, Lehman Center, 1006 West Lake Street, Minneapolis, MN 55408 ($1.50, plus postage and handling).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Caregivers; Child Neglect; *Day Care Centers; *Discipline Policy; Early Childhood Education; *Identification; Personnel Evaluation; *Teacher Responsibility; *Teacher Role; Young Children
IDENTIFIERS- Physical Contact; Screening Procedures; Self Defense

Written for child caregivers, this booklet provides very basic information about child abuse and neglect, discusses early warnings that signal when a family is in trouble or when a child is at risk, and indicates how caregivers can helpfully intervene. Also suggested are ways caregivers might protect themselves against the charge of child abuse. Sections of the booklet concern: (1) recognizing child abuse; (2) interviewing and screening prospective employees and ongoing assessment of staff; (3) discipline and touch; (4) creating a written discipline and touch policy; (5) caring for a child who has been abused; and (6) a short program of self-defense for young children. The booklet contains numerous suggestions, such as teaching a very young child to memorize his or her telephone number by singing it to the tune of "Twinkle Twinkle Little Star." (RH)

ED 269 238 SE 046 552

The Global Possible: Resources, Development, and the New Century. The Statement and Action Agenda of an International Conference (Washington, D.C., May 2-5, 1984).

World Resources Inst., Washington, DC.

REPORT NO.- ISBN-0-915825-01-5
PUB DATE- 84
NOTE- 43p.
AVAILABLE FROM- World Resources Institute, 1735 New York Ave., NW, Washington, DC 20006.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Conservation (Environment); Depleted Resources; Ecology; Energy; *Environmental Education; Futures (of Society); *Global Approach; International Cooperation; *Natural Resources; *Physical Environment; Urban Environment; *World Problems
IDENTIFIERS- *Environmental Issues

The relationships between earth's resources and the human future and the challenges of maintaining a sustainable environment were probed at an international conference sponsored by the World Resources Institute. A synthesis of the conference's reports, perspectives, and plans for action are presented in this document. The position supported by the conference participants is summarized in a general statement that calls for action and changes in meeting environmental challenges. An agenda for action is outlined. Recommendations for policies and initiatives are stated for specific environmental areas. These include: (1) population, poverty, and development; (2) urban environment; (3) fresh water; (4) biological diversity; (5) tropical forests; (6) agricultural land; (7) living marine resources; (8) energy; (9) non-fuel minerals; (10) atmosphere and climate; (11) international assistance; (12) capabilities assessment; and (13) business, science, and citizens. (ML)

ED 269 253 SE 046 571

Raizen, Senta A.
Report on the Work of the Committee on Indicators of Precollege Education in Science and Mathematics.

PUB DATE- 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; *Mathematics Education; *Performance Factors; *Science Education; *Scientific Literacy
IDENTIFIERS- *Indicators

This commitee of the National Research Council was established to develop improved indicators of mathematics and science education. In its first report, the committee used a model of education consisting of inputs, processes, and outcomes. Indicators recommended in these areas include teacher quantity and quality, quality of the curriculum content, instructional time and course enrollment in science and mathematics, and student achievement. Data and information currently available on these indicators are summarized and their adequacy assessed. Conclusions on how to improve the database are provided. The committee's current work is also summarized. Areas currently under consideration for development of indicators include resource investments in mathematics and science education, assessing teaching effectiveness, further consideraton of curriculum quality indicators, improving the assessment of learning, assessing attitudes and motivation, and indicators of science literacy in the general population. (Author)

ED 269 284 SO 017 008

Parker, Franklin
USA/USSR Textbook Distortions.
PUB DATE- 86

NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Analysis; Content Analysis; Cross Cultural Studies; Geography Instruction; *History Instruction; Secondary Education; *Social Studies; *Textbook Bias; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *United States; *USSR

This review of a 1981 interim report on the United States' and the Soviet Union's distortion of events in history and geography textbooks is intended to encourage educators in both countries to depict the other side more honestly, less aggressively, and more appreciative of each other's virtues and flaws. Organized into two major sections, "Alleged Soviet Distortions" and "Alleged USA Distortions," examples of major distortions and factual errors presented in U.S. and Soviet textbooks are given. For example, Soviet textbooks focus on American poverty, unemployment, inflation, crime, social inequality, racism, hedonism, and militarism; Soviet textbook reviewers hold that U.S. textbooks discredit the political system in the Soviet Union and the role of the Marxist-Leninist ideology, and undercut the achievements of the first socialist state in the world. It is concluded that if nuclear holocaust is to be avoided and peace be maintained, textbooks in the United States and the Soviet Union need to depict each other more honestly, less aggressively, and with fewer distortions. Moreover, the U.S./USSR Textbook Study Project, a step in the right direction, needs to be revived, enlarged, and ultimately to involve and affect more teachers and students in both countries. (LH)

ED 269 298 SO 017 072

Brumberg, Stephan F.
Born in Brooklyn: The Origins of the N.Y.C. Public High School, 1890-1914.
PUB DATE- 17 Apr 86
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Acculturation; *Core Curriculum; Educational Facilities Design; *Educational History; Elementary Secondary Education; Higher Education; *Open Enrollment; Postsecondary Education; School Buildings; *Specialization
IDENTIFIERS- *New York City Board of Education

New York City's public high school was born in the City of Brooklyn and carried to the merged City of Greater New York in 1898 by William H. Maxwell, first City Superintendent of Schools in New York City and former head of Brooklyn's schools. Under his direction, high school enrollments grew ten-fold between 1898 and 1914 to nearly 63,000 students. The Brooklyn high school model had the following characteristics: (1) Democratic admission; (2) open enrollment to all elementary graduates; (3) a common core curriculum for all students but with high schools that specialized in college preparatory, commercial, manual or vocational programs; and (4) building designs that reflected the instructional needs of the curriculum. The Brooklyn model of elementary, secondary and collegiate levels with a one-year bridge of preparatory school. The Brooklyn model reflected the American educational mainstream at that time. Sixty related reference notes are appended. (CFR)

ED 269 315 SO 017 112

Draayer, Gerald F.
Global Economics in the Secondary Curriculum.
Foundation for Teaching Economics, San Francisco, Calif.
PUB DATE- Jun 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conservation (Environment); Curriculum Development; Economics; *Economics Education; Educational Change; *Global Approach; International Relations; International Studies; Secondary Education; Secondary School Curriculum; Teaching Methods; *World Affairs; World Problems

Global education emphasizes interconnectedness and interdependence of various peoples and cultures around the world. Global economics, a subset of global education, involves international trade, international progress, international finance and financial organizations, development, progress, comparative economic systems, multinational corporations, and the place of trade in a nation's economy and the economy of the world. In general, global education, has had slight influence on secondary school curricula and teaching practices, because it does not reflect dominant viewpoints, does not respond to perceived needs, and does not appear to be balanced in treatment of controversial topics or issues. Global economics can be treated in ways that overcome these general objections and thereby gain acceptance in secondary schools. There should be an emphasis on teaching basic concepts of economics in a global context. In particular, democratic capitalism should be compared to other types of economic systems and highlighted as a progressive global force. Teaching strategies should focus on case studies that emphasize basic economic principles at work in the lives of people involved in economic changes of a particular country or in global communities. The goal is to help students more fully understand global economic forces so that they can deal more effectively with challenges of the modern world. A four-page bibliography concludes the report. (JP)

ED 269 363 SP 027 466

Yarber, William L.; And Others

Pilot Testing and Evaluation of the CDC-Sponsored STD Curriculum. Final Report.

Indiana Univ., Bloomington. Center for Health and Safety Studies.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Feb 86
NOTE- 122p.
GRANT- R30/CCR500638-01
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communicable Diseases; Curriculum Development; *Curriculum Evaluation; *Disease Control; *Health Education; Secondary Education; Sex Education; *Student Attitudes; *Textbook Content; *Venereal Diseases

This project sought to determine the efficacy of the recently published Centers for Disease Control (CDC) sponsored sexually transmitted diseases (STD) curriculum, "STD: A Guide for Today's Young Adults." Six school districts (rural, suburban and urban) with a participating population of 1,114 students, cooperated with the study. One group of students received the CDC curriculum, one control group received the school's present STD unit, another control group received no STD instruction. Attitudes and knowledge were chosen to be the dependent variables assessed in the project. The treatment length was five class sessions or about 250 minutes. Findings, based on pre- and post-tests and delayed tests, indicated: (1) in general, the CDC sponsored STD curriculum was effective in changing students' STD-related attitudes; (2) the CDC curriculum increased most students' STD-related knowledge; (3) the CDC curriculum was more effective in changing belief and attitude than "intention to act"; (4) the CDC curriculum had less impact on the rural school than the urban and suburban schools; (5) the CDC curriculum was effective with both males and females; (6) the CDC curriculum was more effective than the schools' present STD education; and (7) participants viewed the CDC curriculum positively. The report recommends that the curriculum should be adopted by secondary schools, that it should be taught more than once in the early, middle, and upper secondary school grades, and that the STD scales, particularly the attitude scale (appended to this report), should be used for future research. (JD)

Guskey, Thomas R.
Defining the Critical Elements of a Mastery Learning Program.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Feedback; *Learning Strategies; *Mastery Learning; *Teacher Effectiveness; *Teaching Methods

This paper describes the elements that most clearly identify and are most critical to a mastery learning program. Ways in which teachers can easily and efficiently implement these elements in their teaching and practices are outlined, along with procedures for evaluating their effectiveness in improving student learning. A discussion is presented on the elements most basic and crucial to the mastery learning process. These elements consist of feedback, correctives and enrichment activities, coupled with congruence with specific learning criteria and the procedures used to evaluate learning. Implications for the implementation of mastery learning are discussed: (1) mastery learning can be very broadly applied; (2) teachers need not dramatically change what they are doing in their classrooms or the way they teach to use mastery learning; (3) mastery learning has a positive effect on most student achievement; and (4) more students can experience learning success. A brief list of references is included. (JD)

ED 269 413 TM 850 639

Biegler, Walter; Gillis, Craig
Grade Repetition Study. School District #72, Campbell River, B.C. A Study of Retention/Promotion Practices and an Examination of Attitudes and Opinions towards Retention in School District #72 (Campbell River) with a View to Recommending a Retention/Promotion Policy at the Elementary Level.
Educational Research Inst. of British Columbia, Vancouver.

REPORT NO.- ERIBC-85-06
PUB DATE- 85
NOTE- 138p.; Some of the appended surveys contain broken print.
AVAILABLE FROM- Educational Research Institute of British Columbia, Suite 701, 601 West Broadway, Vancouver, British Columbia, Canada V5Z 4C2 ($13.40).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Age Grade Placement; Attitude Measures; *Board of Education Policy; Dropout Rate; Elementary Secondary Education; Females; Foreign Countries; Grade 7; *Grade Repetition; Graduation; Interviews; Males; *Parent Attitudes; Policy Formation; Sex Differences; *Student Promotion; *Teacher Attitudes
IDENTIFIERS- Campbell River School District BC; Canada

Grade retention data were collected from the Campbell River, British Columbia schools to determine the prevalence of retention and its effect on school completion. An extensive survey was administered to 52 parents and 204 educators to assess attitudes towards grade retention. Individual interviews were conducted with eight teachers from various grade levels. The results indicated that: (1) of 50 students recommended for retention, 21 were in fact retained, most at the kindergarten and first grade level; (2) retention was a significant predictor of dropping out of high school; (3) retention was most common in the first grade and other primary grades; (4) the ratio of boys versus girls retained was 8 to 5; (5) 48% of boys and 37% of girls who were retained were chronologically younger, having birthdays in October, November, or December; (6) parents felt that the difficult retention and promotion decisions should be made by the teacher, parents, and principal. Parents also suggested, among other comments, that staggered entrance into kindergarten and first grade in September and January might be helpful. Teachers expressed concern about the effects of retention on self-esteem; the school readiness of boys, especially those with late birthdays; and the support of parents in making the retention decision work. (Suggestions for policy and the survey instruments are included.) (Author/GDC)

ED 269 427 TM 860 254

Charney, Davida H.; Reder, Lynne M.
Initial Skill Learning: An Analysis of How Elaborations Facilitate the Three Components.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research

Programs Office.
REPORT NO.- ONR-TR-86-1
PUB DATE- 14 Feb 86
NOTE- 56p.
CONTRACT- N00014-84-K-0063
GRANT- BNS-0371
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Mapping; Comprehension; *Computer Software; Critical Incidents Method; Instructional Materials; *Learning Processes; *Learning Strategies; *Learning Theories; Models; Skill Analysis; *Skill Development
IDENTIFIERS- Acquisition Behavior; Analogy; Examples; Stimulus Response Psychology

This paper outlines the components of initial cognitive skill acquisition and analyses features of elaborations in the instructional materials that can facilitate each component. Three basic components of skill learning are identified: (1) learning novel concepts and the functionality of novel concepts and procedures; (2) learning how to execute the procedures; and (3) learning the conditions under which the procedures can and should be applied. Three types of elaborations are analyzed in terms of the requirements of these components: analogies, simple instantiations, and situation examples. Situation examples are held to be the most useful type of elaboration for skill learning because each example can contribute to learning in all three components. On the other hand, while analogies can be constructed to illustrate each component, they are more likely to help people learn the functionality of a procedure than how to execute it or when to select it. However, since learners tend to rely on examples as models, it is important to choose examples with care and to provide enough examples to illustrate the range of application of a rule or procedure. Otherwise, learners, may interpret a rule incorrectly or make spurious assumptions about the conditions under which it applies. (Author/PN)

ED 269 029 IR 051 506

Morse, Susan Mignon
Censorship in Louisiana Public Libraries.
PUB DATE- Dec 85
NOTE- 54p.; Master's Project, University of Southern Mississippi.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Censorship; Freedom of Speech; *Intellectual Freedom; Library Research; Library Statistics; Library Surveys; Moral Issues; *Public Libraries; Questionnaires
IDENTIFIERS- *Louisiana

A survey was conducted to determine the level of censorship in Louisiana public libraries. A questionnaire based on a previous survey done by Show Me Libraries in 1982 was sent to 30 public libraries chosen from the northern and southern sections of the state on the basis of population parameters. Surveys were returned from 27 public libraries. Statistics for the responses are discussed and presented in graph form. Sixteen of the 27 surveys returned reported there were censorship problems in their libraries; 11 stated there were no problems. Findings indicated that, while there have been a number of censorship attempts within Louisiana in the last three years, most of the censorship has taken place in the northern portion of the state; methods for dealing with censorship vary greatly; individuals complained and attempted to exercise censorship more than groups such as political, civic, and religious organizations; and books on the subject of sex were the most highly censored. Suggestions for future research conclude the report. A historical background of censorship introduces the survey report, and the censorship survey instrument and cover letter and the American Library Association's "Library Bill of Rights" are appended. (THC)

ED 269 056 JC 860 200

Fifield, Mary L.; Sam, David Fiifi
Loop College Business and International Education Project.
Chicago City Colleges, Ill. Loop Coll.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Community Colleges; *Foreign Students; *International Trade; Program Descriptions; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *International Business Education

In 1984, Loop College was awarded a 1-year Title VI Part B, Business and International Education grant. The grant project, which was supported by the college and 37 members of the Chicago international business community, accomplished the following activities during its first year of federal funding: (1) a plan was developed and implemented for the increased integration of international perspectives into course content through the addition of modular units to existing courses and the creation of three new international business courses; (2) a diverse range of professional development activities were carried out, including a week-long series of special presentations for faculty and students; (3) a Banker's Training Seminar was presented by a team from the U.S. Export Import Bank; (4) four international students were placed in internships at local companies; (5) a series of activities were conducted to enable foreign-born and American-born Loop College students to interact in academic and social settings; (6) two external groups were created to serve in an advisory capacity to the Business and International Education Project; and (7) information about the project was distributed through faculty memos, college and business publications, and national media. For the 1985-87 renewal period, the Business and International Education Project will focus on outreach to businesses, curriculum development, and collaboration with the American Association of Community and Junior Colleges. (AYC)

ED 269 098 JC 860 247

Digby, Kenneth E.

The Use of the Language Usage Section of the Differential Aptitude Test as a Predictor of Success in Freshman Level English Courses.

PUB DATE- 4 Mar 86
NOTE- 18p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Admission (School); *Aptitude Tests; College Students; Community Colleges; Grades (Scholastic); *Language Usage; *Predictor Variables; Screening Tests; *Student Placement; Test Use; *Test Validity; Two Year Colleges; *Writing Skills
IDENTIFIERS- *Fayetteville Technical Institute NC

The admissions process at Fayetteville Technical Institute (FTI) currently relies on high school class rank, prior academic performance, and an admissions interview for placement. Faculty concern about students' writing ability prompted a review of the placement test program, which resulted in a recommendation to include a measure of grammatical achievement in the admissions test battery. A study was conducted to examine the feasibility of using the Language Usage section of the Differential Aptitude Tests (DAT) as an admissions screen and placement tool. The test was administered to 79 students enrolled in fall 1985 associate degree freshman English classes. Test scores were compared to final course grades, revealing a statistically significant difference between the test scores of the successful and the unsuccessful students. The study showed that all scores over 45 (of 50 possible) resulted in a course grade of C or better, while 87% of the scores between 35 and 44 resulted in a C or better. Based on study findings, an expectancy table was developed for admissions counselors to use as an additional tool for the placement of students with deficiencies in English grammar and it was recommended that the Language Usage subtest of the DAT be included in FTI's admissions test battery. (Author/EJV)

Johnson, Catherine
My Best Friend Hates Me...and Other Concerns of Childhood.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Childhood Education International Study Conference (Greensboro, NC, March 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Interests; *Childhood Needs; Classroom Environment; *Family Relationship; *Peer Relationship; Periodicals; Social Problems; *Teacher Responsibility
IDENTIFIERS- Concerns Analysis

"Highlights" magazine receives approximately 75,000 letters and contributions each year from young readers. Common concerns children write about include getting along with family members and friends, problems at school, and social and personal problems. Only a tiny percentage write of grave problems such as abuse, suicide, or drugs. Frequently letters concern teasing and other unkind behaviors by friends and classmates, with teasing by classmates being the largest school-related concern. Other school-related concerns involve problems understanding schoolwork or keeping up with the class, classmates who talk in class and distract others from their work, disruptive class members who cause the entire class to lose privileges, and --rarely--difficulties getting along with the teacher or complaints about teacher behavior. Each letter received is answered, and the "Highlights" staff relies very much on parents, teachers, and other adults to be sensitive and responsive listeners to children who may contact them. Children writing about personal and social concerns evidently know their shortcomings but find it difficult to change long-established behaviors and do think and care about "adult" issues, even though research indicates that parents do not think of their children as having such concerns. (RH)

ED 269 154 PS 015 810

Gerold, Roberta A.; Barnes, Donna R.

Elementary School Level Students' Perceptions of Their School World.

PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Convention of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Environment; *Educational Facilities; Elementary Education; *Elementary School Students; *Perception; Photographs
IDENTIFIERS- *Normal Children

A total of 168 elementary school students with and without mild to moderately handicapping conditions participated in a study on the visual perceptions that pupils have of their schools. The study sought, in part, to determine whether mainstreamed students see their school differently than peers without handicaps. Subjects were asked to photograph aspects of their schools which they considered illustrative. A thematic categorization of the resulting 1,415 photographs was conducted and results were statistically analyzed. Very few statistically significant differences were found among the pictures of control, resource room, and special class groups. None of the statistically significant differences were considered as having practical significance. Results suggested that elementary school students, regardless of placement or possession of a mild to moderate handicapping condition, have similar visual perspectives of their school. The finding of so few significant differences was considered to be a potentially important finding in itself. (Author/RH)

ED 269 182 RC 015 683

Hall, William D.
Weather: A Multi-Age, Integrated Subjects Curriculum Unit.
Gallatin County Superintendent of Schools, Bozeman, MT.; Montana State Univ., Bozeman. Coll. of Education.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Sep 85
NOTE- 380p.; For related documents, see RC 015 684-686.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Core Curriculum; Curriculum Guides; Elementary Education; Elementary School Curriculum; *Elementary School Science; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Lesson Plans; *Meteorology; Multigraded Classes; Rural Education; *Science Activities; Small Schools; Teacher Developed Materials; *Units of Study; Water; *Weather
IDENTIFIERS- Clouds; Precipitation; Rural Schools Integrated Curricula Project MT; Seasons; Weather Forecasting

This multi-age integrated teaching unit on weather was developed by 19 rural teachers (grades K-8) from 12 Gallatin County (Montana) districts to associate all school subjects with a common theme, promote teaching efficiency by focusing on more than one subject at the same time, and increase student excitement. Topics explored by each grade level are seasons (grades K-1), effects of the weather on us (grade 2), precipitation (grade 3), clouds (grade 4), weather recording-forecasting (grade 5), water (grade 6), climates and global effects (grade 7), and occupations (grade 8). Core activities are outlined for each grade level in reading/language arts, mathematics, science, social studies, art, music, and physical education. The lesson plans consist of a general focus statement, specific behavioral objectives, designated classroom activities, lists of materials needed, and a teacher log section. Lists of vocabulary words are included in each unit with some coded to a key for word attack through structural analysis. Accompanying each unit is a list of available resources, both material and human. Evaluation worksheets to be utilized when assessing student performance on specific objectives are included. (NEC)

ED 269 196 RC 015 699

Oyengue-Salazar, Rena; Vigil, Priscilla
New Mexico Indian Education Directory, 1986-1987.
New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.

PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; *American Indian Education; American Indian Reservations; Coordinators; *Educational Resources; Elementary Secondary Education; *Federal Programs; Higher Education; Private Schools; Public Schools; Scholarships; *School Personnel; *State Officials; *State Programs; Tribes
IDENTIFIERS- Bureau of Indian Affairs; Bureau of Indian Affairs Schools; Navajo (Nation); *New Mexico; Pueblo (People)

A comprehensive list of officials and programs with responsibility for all levels of Indian education in New Mexico is provided in this directory. Names, titles, addresses, and phone numbers are provided. Information is listed under the following headings: New Mexico State Board of Education, New Mexico State Department of Education/Indian School Districts, Reservation Officials, Pueblo Governors, New Mexico Tribal Education Offices, Tribal Scholarship Programs and Native American Higher Education Programs, Title IV Indian Education Coordinators, Title VII/ESEA Bilingual Directors, Johnson O'Malley Directors, Private Schools with Indian Student Enrollment, Bureau of Indian Affairs/Albuquerque Area, Bureau of Indian Affairs/Navajo Area. (JHZ)

Whittaker, David

Socio-Psychological and Background Variables of Native Indian University Students and Persistence in a Teacher Preparation Program.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the American Educational Research Association Meeting (70th, San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Acculturation; Adjustment (to Environment); *American Indian Education; American Indians; *Attrition (Research Studies); *Canada Natives; College Environment; College Students; Foreign Countries; Higher Education; *Personality Measures; Personality Traits; Socioeconomic Background; *Student Attitudes; Teacher Education
IDENTIFIERS- *Native Indian Teacher Education Program; Omnibus Personality Inventory; University of British Columbia (Canada)

Retention attrition in a special elementary teacher preparation program at the University of British Columbia was studied over a 9-year span with 130 American Indian freshmen. Background variables such as age, gender, marital status/parenthood, ethnic status, entrance year, and locality did not differentiate graduates from non-graduates except that the married student rate of graduation was significantly higher. The freshman Omnibus Personality Inventory (OPI) contrasted significantly with eventual outcome on Impulse Expression, Personal Integration, Anxiety Level, and Response Bias, indicating the lesser socio-emotional adjustment of the non- graduates. Graduates were found to be internally oriented and well-adjusted with positive self-attitude and good academic adjustment. Non-graduates were found to be impulsive with less personal integration, high anxiety, and a more negative self-image. No Intellectual Disposition Category (IDC) differences were found. The findings are discussed in terms of their use and limitation in explaining the complexity of student persistence and the OPI is recommended as an appropriate culturally unbiased psychological tool for use in counseling American Indian university students. Freshmen mean t-scores on the 14 OPI and IDC scales are

provided. (Author/LFL)

ED 269 222 SE 046 512

Garmulewicz, Liza Ireland
Bringing a Holistic Environmental Ideology into Our Shared National Culture through Language Arts.
PUB DATE- 9 Apr 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Environmental Education; *Holistic Approach; *Humanities Instruction; Instructional Improvement; *Integrated Activities; *Language Arts; Philosophy
IDENTIFIERS- *Environmental Education Programs

An integration of the humanities and the sciences is proposed as being essential for the creation of a holistic environmental ideology. Language arts is identified as the means for integrating other subjects around environmental themes. The acculturative role of the language arts and its influence in developing biological, cultural, and social understanding is explained. Specific suggestions are offered that illustrate the integrative potential of the language arts. These include techniques involving: (1) reading and comprehension skills; (2) listening activities; (3) interviewing; (4) vocabulary development; (5) speech and dramatics; and (6) creative writing. (ML)

ED 269 223 SE 046 532

Elementary Mathematics Curriculum Guide 1982. (Revised 1977 Program of Studies).
Alberta Dept. of Education, Edmonton.
PUB DATE- 82
NOTE- 82p.; For a related document, see SE 046 533.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Elementary School Mathematics; Foreign Countries; Mathematics Instruction; *Teaching Methods
IDENTIFIERS- *Alberta

This guide opens with a brief statement on rationale and philosophy, with active learning, problem solving, and technology emphasized. Goals and objectives are stated and desirable characteristics of elementary mathematics programs are presented. The following program elements are discussed: problem-solving skills, attitudes, and mathematical concepts for five strands: numeration, operations and properties, measurement, geometry, and graphing. Program structure, allocation of time, and prescried resources are noted, the objectives, by strand, are listed for grades 1 through 6, and instructional approaches are discussed. Appendices present the National Council of Teachers of Mathematics recommendations, study notes and comments for each grade level by objective, some suggested ideas for extension and enrichment topics, and calculator guidelines. (MNS)

ED 269 269 SE 046 588

Kouba, Vicky L.; Moser, James M.
Results from Fifth Individual Interview (January 1980), Coordinated Study No. 1. Working Paper No. 293.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 80
NOTE- 120p.; For related documents, see SE 046 583-590.
GRANT- OB-NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 2; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Data are reported from the fifth individual interview conducted in 1980 as part of a 3-year study on addition and subtraction using verbal problem solving. Ninety-six second-grade children in two schools in Wisconsin that used the Developing Mathematical Processes program were individually administerd six problem types (two solvable by addition and four solvable by subtraction) given under four conditions involving size of numbers and presence or absence of manipulative materials. Individual student profiles are discussed first, followed by a summary of pupil response data. Several important aspects of the summary data are isolated for contrast and comment. Finally, some secondary analyses of combined data are given. Appendices contain sample problem tasks and individual student profiles. (MNS)

ED 269 381 SP 027 531

Elliott, John D.
A Qualitative Study of How One Teacher Selects Instructional Materials.
PUB DATE- 86
NOTE- 15p.; Some pages have light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Foreign Countries; *Instructional Material Evaluation; *Media Selection; Primary Education; *Teacher Attitudes

A case study explored the ways in which a primary grade teacher selected instructional materials. The teacher had nearly 25 years of experience in the field. Data were gathered through 10 weekly interviews of about a half hour each, during which videotapes of the teacher's classroom practices were reviewed. Areas covered under the study included: the text as a set curriculum; reflections on the teacher's choices of instructional materials; the source of the teacher's instructional ideas; the teacher as "scrounger"; instructional materials and parent involvement; and instructional materials as outside experiences. Specific detail is presented on the teacher's views on these areas, and a description is given of the teacher's decision-making processes in selecting instructional materials. (CB)

ED 269 070 JC 860 214

Parnell, Dale
Shaping the Environment.
PUB DATE- 15 Apr 86
NOTE- 10p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College School Cooperation; *Community Colleges; *Educational Change;

Educational Quality; Futures (of Society); Public Relations; *School Business Relationship; *School Community Relationship; Technical Institutes; Two Year Colleges

The future of the American community, technical, and junior colleges will depend on the ability of educational leaders to shape the environment in which these institutions must function. The advent of the information-age, increasing competition for the recent high school graduate, and the current emphasis on education reform are examples of environmental changes which present community college leaders with many opportunities to determine the future of the open door colleges. The American Association of Community and Junior Colleges (AACJC) is making a significant national effort to shape the future environment. The priority aspects of AACJC's "game plan," as stated in its Public Policy Agenda, intend to: (1) promote the associate degree as an assurance of quality among employers and students; (2) enhance the high school/community college connection, by stressing academic standards and by developing articulated technical preparation training programs beginning during the junior year of high school and culminating with an associate degree; (3) develop employer/community college partnerships; and (4) build public understanding of community technical, and junior colleges, especially by gaining attention from the national media. With this plan, the mission of opportunity with excellence in community, technical, and junior colleges can be strengthened and clarified. (MPH)

ED 269 125 PS 015 737

Koskie, Beth; Heidemann, Sandra
Intervention Strategies with Abused Children.
Greater Minneapolis Day Care Association, MN.; Minnesota Univ., Minneapolis.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- 85
NOTE- 35p.; For related document, see PS 015 736.
AVAILABLE FROM- Greater Minneapolis Day Care Association, Lehman Center, 1006 West Lake Street, Minneapolis, MN 55408 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Child Abuse; Children; Day Care Centers; Early Childhood Education; Elementary Education; *Emotional Development; Guidelines; *Intervention; Stress Variables; Teacher Response; *Teacher Role

Teachers receiving training about child abuse issues raised many questions about what they could do in a classroom to facilitate the healing and growth of an abused/neglected child. The questions centered on three main areas of concern: (1) How are children's extreme behaviors to be interpreted? (2) What is the teacher's role? and (3) What can teachers do to promote more appropriate behaviors? This booklet provides a responses to these questions. The left-hand column of each page lists personal, interpersonal, cognitive, and emotional issues likely to confront abused children. Such issues include boundaries, trust, role reversals, safety, self-esteem/self-identity, authority/power/control, shame/guilt/anger, loyalty/denial, and confusion. The middle column of each page specifies problematic behaviors related to each of the listed issues. The right-hand column offers suggestions for dealing with the behaviors in ways that control negative behaviors and give special attention to needs of abused children. To use this booklet effectively, a teacher must recognize that interventions require time and consistent application and that children under stress who have not been abused may behave in ways characteristic of abused children. (RH)

ED 269 169 PS 015 834

Jones, Linda K.
John Dewey Revisited and Community-Based Curriculum.
PUB DATE- 81
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; Community Role; *Curriculum Development; *Early Childhood Education; *Educational Philosophy; *Experiential Learning; Individual Development; Learning Processes; Learning Strategies; *Learning Theories; Lifelong Learning; School Community Relationship
IDENTIFIERS- *Community Based Education; *Dewey (John)

John Dewey proposed a transactive educational process in which personal experiences and development interacted with curriculum in order to transform the learner and the learning procedure. The purpose of this paper is to demonstrate ways in which some of Dewey's concepts of progressive education provide a theoretical rationale for the increasing use of early childhood education community-based curriculum. Dewey's original writings on children and curriculum were used as the basis for this discussion. It is argued that, with the support of educational continuity, a predisposition to form habits and the ability to form contextual images, young children construct their own knowledge through experiences in community-based curriculum. (Author/HOD)

ED 269 239 SE 046 553

Roberts, Douglas A.; And Others
Interdependence of Living Things: A Teacher's Manual for General Level Program Development--Grades 7 and 8. Science and Society Teaching Units. Informal Series/61.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-5073-8
PUB DATE- 85
NOTE- 61p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M55 1V6, Canada ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Decision Making Skills; *Ecology; *Elementary School Science; Environmental Education; Junior High Schools; Physical Environment; Problem Solving; *Science Activities; *Science and Society; Science Education; *Science Instruction; Science Materials

An episodic and activity oriented approach is employed in this unit that illustrates the theme of interdependence of living things. Concepts related to dependence, competition, community, and ecosystems are developed through a case study of a raccoon problem. Various means of solving the raccoon problem are explored within a societal context. Five episodes comprise the unit. Each episode contains: (1) a suggested time requirement; (2) curriculum summary (describing the content, objectives, behaviorial evaluation examples, and teaching essentials); and (3) a teaching approach (providing instructional suggestions). Teachers and student resource sheets that were designed to accompany the episodes are included in the appendices. (ML)

ED 269 299 SO 017 075

Thomas, Alan, Ed.; Ploman, Edward W., Ed.
Learning and Development: A Global Perspective. Symposium Series 15.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0292-X
PUB DATE- 86
NOTE- 222p.; Also issued in French under title "Savoir et Developpement."
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($18.50; French edition $18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Development; Developing Nations; Development; Developmental Continuity; *Global Approach; Higher Education; Individual Development; *Learning Processes; *Learning Theories;

World Affairs; World Problems

Fourteen papers presented at the Global Learning Symposium examine the learning perspective and its relationship to problems of world development. The learning perspective is compared and contrasted with the education perspective to reflect the degree to which the distinction reveals new knowledge on existing problems. Papers and presenters are: "The Dialectics of Education and Catastrophe: Communication, Democracy, and World Development" (Majid Tehranian); "South-South Co-operation as a Learning Process" (Albert Tevoedjre); "Global Learning--East-West Perspectives with a Future Orientation" (L.G. Hewage); "Towards a New Epistemology of Practice: A Response to the Crisis of Professional Knowledge" (Donald A. Schon); "Levels of Knowledge and Learning" (Kenneth E. Boulding); "Learning in Context: An African Perspective" (Francis M. Deng); "Learning in Sarvodaya" (A.T. Ariyaratne); "The Democratization of Intelligence: The Venezuelan Experience" (Luis Alberto Machado); "Global Learning and the Structure of Teaching: The Signs of the City" (Jorge Glusberg); "Adult Education and Social Development in China: The Example of Shanghi" (Li Li); "Unstated Features of the Cultural Context of Learning" (Edward T. Hall); "concepts of Learning in the Study of Animal Behavior" (Peter Holland); "The Creative Imagination and Creative Intellect in Global Learning: A View from the Developing World" (Rex Nettleford; and "Is There a Message in the Medium?" (Peter Montagnon). (RSL)

ED 269 330 SO 017 131

Hilliker, Grant
Diplomacy as National Power: United States Policy on South Africa.
SPONS. AGENCY- Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Studies Association (Anaheim, CA, March 25-29, 1986). Also sponsored by the Ohio Humanities Council.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *International Relations; Political Science; Racial Relations; Racial Segregation
IDENTIFIERS- Apartheid; Carter (Jimmy); Reagan (Ronald); *South Africa

Power in general theory is defined as having three forms: coercive, utilitarian, and normative. In international relations, emphasis is placed on the first two to the neglect of the third. In this paper, the term "diplomacy" is used for normative power in international relations. Diplomacy is related to three policy making stages and to five dimensions of power. The purpose is not empirical research or theory building but a better public understanding of foreign policy. Southern Africa in the administrations of Jimmy Carter and Ronald Reagan is used as the principal case study. The document concludes with an 84-item bibliography. (Author/CFR)

ED 269 346 SP 027 031

Bauch, Patricia A.

Relationships between a Typology of Teacher Educational Beliefs and Three Domains of the Elementary Classroom Curriculum. A Study of Schooling Technical Report No. 34.

California Univ., Santa Barbara. Graduate School of Education.

SPONS. AGENCY- Institute for Development of Educational Activities, Dayton, Ohio.

PUB DATE- 82

NOTE- 243p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Affective Behavior, *Beliefs; Classroom Environment; Classroom Techniques; Elementary Education; *Student Participation; *Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teacher Response; *Teaching Styles

Data analyses and interpretations presented in this report were obtained from a national data set collected for "A Study of Schooling." Elementary teachers (N=286) responded to a questionnaire asking them to indicate the extent to which they agreed or disagreed with 12 statements of educational beliefs concerning teacher control and student participation. A typology of educational beliefs was developed. Teacher groups were described as "autocrats," "strategists," "laissez-faires," and "democrats." Classroom process variables were selected for comparison with the four teacher belief types from perspectives representing three domains of the classroom curriculum --the instructional (teacher perspective), operational (observer perspective), and experiential (student perspective). The investigation focused on how teacher belief types differed in the preactive behaviors (i.e., goals, intentions, decisions) and their interactive behaviors (i.e., instructional methods, grouping arrangements, use of time, classroom leadership, and affective behavior). Student perceptions were used to assess the classroom learning environment. The findings support the notion that teachers' educational beliefs have a distinct bearing on their teaching behaviors and thereby on their teaching effectiveness. Questions are raised concerning teacher beliefs and their relationship to methods of teacher selection, education, and evaluation. Implications are discussed. Ten pages of references conclude the report. (Author/JD)

ED 269 085 JC 860 230

Gray, Michael D.; Hardy, Robert C.

A Preliminary Investigation of Grade Point Averages of Early and Late Applicants to Community Colleges.

PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Applicants; *Grade Point Average; *Grade Prediction; High Risk Students; Open Enrollment; School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students

In 1981, a study was conducted at three rural community colleges in Maryland to determine whether there was a difference between the college grade point averages (GPAs) of first-time, full-time students who applied early for admissions and the GPAs of students who applied late. The study analyzed applications and GPA data for a total of 700 subjects, including 503 early applicants and 197 late applicants. The study revealed that the GPA of early applicants was higher than that of late applicants at each institution. The results suggest that application timing may help to identify a potential at-risk population for whom early intervention and proper counseling might help decrease the rate of attrition. (RO)

ED 269 099 JC 860 248

Feasibility Study for Establishing Three Medical Record Related Programs. Research Report Series Volume XIV, No. 12.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 23 May 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Community Colleges; *Educational Demand; Employer Attitudes; *Employment Opportunities; Feasibility Studies; *Medical Record Technicians; Program Development; Two Year Colleges

In November 1985, a survey was conducted at William Rainey Harper College (WRHC), in Illinois, to test the feasibility of establishing programs for medical record technicians, medical coders, and utilization analysts. The survey instrument was mailed to 1,232 hospitals, medical care facilities, nursing homes, physicians' and dentists' offices, and medical insurance offices in the greater Chicago area, requesting information on employment opportunities for program graduates, interest in training for existing employees, availability of clinical internships, and salary levels for the positions. Study findings, based on responses received from a total of 114 organizations, included the following: (1) job openings for medical record technicians could support an enrollment of 10.3 full-time equivalent (FTE) students per semester in the independent study program; (2) the medical coder program could support an average semester enrollment of 6.2 FTE, and the utilization analyst program could support 2.3 FTE; (3) employers would provide at least 34 internships for medical record technicians, 33 internships for coders, and 14 internships for utilization analysts per semester; (4) the organizations employed a total of 171 medical record techicians, 167 medical record coders, and 87 utilization analysts, with hiring records indicating that 20% to 30% of these employees are replaced each year; and (5) starting salary ranges for the three positions were $15,172 to $17,523 for medical record technicians; $15,345 to $16,803 for medical record coders; and $17,617 to $20,307 for utilization analysts. The survey instruments and detailed findings are provided. (Author/EJV)

Caldwell, Corrinne
Community College Faculty Careers.
PUB DATE- Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *College Faculty; *Community Colleges; Faculty Development; *Job Satisfaction; Surveys; *Teacher Attitudes; *Teacher Characteristics; Two Year Colleges; *Work Attitudes

A study was conducted of the processes involved in adapting to a community college teaching career, which tends to consist of essentially the same duties and responsibilities throughout the period of employment without external boundaries demarking different career activities. The study employed an ethnographic methodology, involving in-depth interviews with 30 full-time faculty members in four community colleges which explored underlying motivations and ambivalence surrounding their acceptance of their career. Study findings included the following: (1) despite the existence of earlier career experiences, once faculty members came to the community college their careers fell into the one-stage pattern; (2) "Ambitious Faculty" were unaccepting of a lifelong career at a community college, and saw themselves in an early, temporary stage of their career; (3) "Proactive Faculty" accepted their long-term future at the community college and avoided boredeom and routinization by purposefully seeking out new activities and opportunities; (4) "Reactive Faculty" also accepted their long-term community college future, but did not feel it necessary to seek out change to relieve boredom; and (5) "Disengaged Faculty" were unsatisfied with their careers and identified more with their disciplines than with their colleges. A four-page bibliography is included. (EJV)

Metzger, Mary Ann; Freund, Lisa

Rule-Governed and Contingency-Shaped Behavior of Learning-Disabled, Hyperactive, and Nonselected Elementary School Children.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Contingency Management; Elementary Education; *Elementary School Students; Grade 2; Grade 4; *Hyperactivity; Kindergarten Children; *Learning Disabilities; *Performance Factors; *Student Behavior
IDENTIFIERS- *Instructions; Normal Children; Rule Governed Behavior

The major purpose of this study was to describe the rule-governed and contingency-shaped behavior of learning-disabled, hyperactive, and nonselected elementary school children working on a computer-managed task. Hypotheses tested were (1) that the children would differ in the degree to which either instructions or external contingencies controlled their behavior, with the hyperactive children being more sensitive to external contingencies, the learning disabled children more sensitive to instructions, and the nonselected children responding somewhere between; and (2) that the hyperactive children would show more response inconsistency and inappropriate responding than the other two groups. Ranging in age from 94 to 132 months, subjects were 20 referred hyperactive and/or attention deficit disordered children, 20 second- and fourth-grade learning disabled children, and 20 second- and fourth-grade nonselected children. Ten nonselected kindergarten children were involved in a concurrent developmental comparison study. Results revealed no interactions of diagnosis or grade with type of instructions. However, a fine-grained analysis of task performance yielded variables which discriminated grade levels and diagnostic categories. (RH)

ED 269 254 SE 046 572

Bishop, Beth A.; Anderson, Charles W.
Student Conceptions of Natural Selection and Its Role in Evolution. Research Series No. 165.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 28p.
CONTRACT- 400-81-0014
GRANT- G00-830-2727
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *College Science; *Comprehension; *Concept Formation; *Evolution; Higher Education; *Misconceptions; Science Education; *Science Instruction

Pretests and posttests on the topic of evolution through natural selection were administered to students in a college nonmajors' biology course. Analysis of test responses revealed that most students understood evolution as a process in which species respond to environmental conditions by changing gradually over time. Student thinking differed from accepted biological theory in that: (1) changes in traits were attributed to a need-driven adaptative process rather than a random genetic mutation and sexual recombination; (2) no role was assigned to variation within a population or differences in reproductive success; and (3) traits were seen as gradually changing in all members of population. Although students had taken an average of 1.9 years of previous biology courses, performance on the pretest was uniformly low; there was no relationship between the amount of previous biology taken and either pretest or posttest performance. Belief in the truthfulness of evolutionary theory was also unrelated to pretest or posttest performance. Course instruction using specially designed materials was moderately successfully in improving students' understanding of the evolutionary process. (Author)

ED 269 285 SO 017 009

Building Bridges between Schools & Communities: Using the Arts in Education. Participant Planning Packet.

Indiana State Dept. of Education, Indianapolis. Div. of Reading Effectiveness.

PUB DATE- 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Education; Check Lists; *Community Cooperation; *Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Instructional Materials; Rating Scales; Relationship; School Community Programs; *School Community Relationship; Worksheets; Workshops

Intended for those interested in promoting increased cooperation between schools and communities, this participant planning package contains a series of worksheets, written agreements, and planning forms for a symposium designed to promote the arts in education. A worksheet for planning arts resources is followed by an assessment form in which participants assess individual school's provisions for arts education. The next form enables participants to make a commitment to an arts in education orientation meeting for staff and community representatives. An arts in education planning sheet is followed by a checklist showing necessary elements of a successful arts in education program. Next, samples of possible barriers and solutions one might encounter when implementing such a program are followed by a worksheet for participants to similarly assist perceived needs, barriers, and solutions. Two activity grids in which participants consider resources needed, responsible persons in charge, how activities can be accomplished, schedules, costs, assistance needed, ways of involving the community, pre-planning activities, and follow-up activities are provided. A symposium evaluation form concludes the packet. (LH)

ED 269 316 SO 017 113

Syllabi. DODDS Social Studies Programs: Kindergarten through Grade Twelve.

Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2100-3
PUB DATE- Jan 85
NOTE- 18p.; For related documents, see SO 017 114-125.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Community Study; *Curriculum Design; Curriculum Guides; Elementary Secondary Education; Family Life; Geographic Regions; Individual Development; Neighborhoods; Sequential Approach; *Social Studies; United States Government (Course); United States History; World Geography
IDENTIFIERS- Dependents Schools

An overview of the kindergarten through grade 12 social studies programs of the Department of Defense Dependents Schools (DoDDS) is presented. Following an introduction, a list of acknowledgments lists the educators who assisted in the development of the DoDDS social studies guides and syllabi. A brief description of the social studies curriculum for each grade level includes topics covered each semester and the amount of time per week devoted to social studies in the DoDDS. The curriculum follows an expanded environments sequence as follows: kindergarten, self; grade one, families and groups; grade two, neighborhoods; grade three, communities; grade four, regional studies; grade five, American geography and history; grade six, world cultures and geography; grade seven, world geography; grade eight, U.S. history; grade nine, world regions and cultures; grade 10, world history; grade 11, U.S. history; grade 12, U.S. government. (LP)

ED 269 364 SP 027 480

Marso, Ronald N.; Pigge, Fred L.
The Influence of Student Characteristics on Their Reasons for Entering Teacher Education.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Decision Making; *Education Majors; *Family Influence; Higher Education; *Preservice Teacher Education; *Student Characteristics

This study was designed to investigate the characteristics and motivations of students entering teacher training by examining the relationship between selected student characteristics and the influences or reasons given for choosing to become a teacher. The sample of 266 students beginning an introduction to education course was found to be predominantly female (80 percent) and white, from larger families (70 percent with two or more siblings), first generation college graduates (60 percent), from smaller communities (87 percent) and families of educators (50 percent), and as being influenced in their decision to teach by liking children (85 percent), by former teachers (63 percent), and by experiences with children (59 percent). Reasons given for choosing to teach were found to be related to: gender, teaching specialty, mother's education and occupation, birth order, and the earliness of and level of assurance about their decision to teach; but the reasons given were not related to students' level of aptitude or basic academic skills, number of siblings, type of high school attended, amount of teaching-like experience, or anticipated success as a teacher. Conclusions with implications for prospective teacher recruiting, selection, and retention are enumerated. (Author)

ED 269 382 SP 027 533

Valli, Linda R.

Tracking: Can It Benefit Low Achieving Students?

PUB DATE- Apr 86
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Academic Achievement; *Catholic Schools; *School Effectiveness; Secondary Education; Socioeconomic Status; Student Attitudes; *Track System (Education)

This study explored the effectiveness with which Catholic secondary schools served students from low-income families, with particular emphasis on the usefulness and results of tracking. Teams of researchers spent one full week in each of three Catholic secondary schools on the east coast gathering data through interviews with students, teachers, administrators, and parents; observing classrooms; and examining materials submitted by school administrators. The portrait of the tracking programs at the Catholic schools was not too different from that observed in public schools. Catholic schools had as many subject areas and ability grouped courses and were just as constrained in placement decisions. Catholic schools did not seem to avoid the racial differentiation endemic in tracking. Where the organizational differences emerged was in the curriculum and quality of instruction, and a challenging learning environment was prevalent in all levels of the Catholic school tracking programs. A two-page list of references and 14 tables summarizing research data conclude the document. (CB)

ED 269 398 SP 027 582

Guskey, Thomas R.
Context Variables That Affect Measures of Teacher Efficacy.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Outcomes of Education; *Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Effectiveness

This paper presents a model describing three context variables hypothesized to affect measures of teacher efficacy. These variables include the nature of the student performance outcome (positive or negative), the ability of the students involved (high or low), and the scope of influence (single student or group of students). The results from studies investigating the influence of performance outcomes and student ability on teachers' perceptions of efficacy are summarized. The present study explored the extent of the effect of influence on the teachers' perceptions. It was discovered that teachers do distinguish in their perceptions of efficacy between results with a single student and those with a group of students. When poor performance was involved, teachers expressed less personal responsibility and efficacy for single students than for results from a group of students. A four-page list of references is included. (Author/CB)

ED 269 414 TM 850 728

Reuterberg, Sven-Eric
On Comparing Transition Rate Gains.
Goteborg Univ., Molndal (Sweden). Dept. of Education and Educational Research.
PUB DATE- Jan 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Enrollment; Error of Measurement; Higher Education; *Mathematical Models; Predictor Variables; *Ratios (Mathematics); Sampling; School Statistics; Statistical Studies; *Transformations (Mathematics)
IDENTIFIERS- Logits; *Nonlinear Transformations; Probits; Residuals (Statistics); *Transition Rates; Variables (Mathematics)

This report is about the problem of making transition or enrollment rate gains comparable. It is shown that measures based on the proportions themselves, i.e. the difference between proportions, the proportion ratio and the residual gain ratio do not make the gains comparable. Instead a non-linear transformation has to be done. Two such transformations are discussed: probits and logits. As shown in the report they both make the transition gains comparable. However, it is important not to base the conclusions on the transformed values directly, since they are very difficult to interpret. Instead the transformed values should be used to predict transition rates on the assumption of comparable gains. After that the observed gains are compared with the predicted ones. A problem, more important than the choice of transformation, is that of sampling error. Comparing transition rate gains means a comparison between differences and in this case the sampling error is greater than when studying mere differences. Therefore, a statistical test is appropriate when studying transition rate gains, since it provides a measure of the effect of the independent variable at the same time as it provides a statistical test of whether this effect has been changed or not. (Author/LMO)

ED 269 428 TM 860 256

Ormrod, Jeanne Ellis; And Others
Cognitive Strategies in Learning Maps.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; College Faculty; Content Analysis; Geographic Concepts; Geography; Higher Education; Interrater Reliability; *Locational Skills (Social Studies); *Map Skills; *Recall (Psychology); *Spatial Ability; Undergraduate Students

This report presents two experiments that compared the performance of map experts to that of novices. Subjects (from the areas of geography, educational psychology, and sociology) were 13 university faculty members in experiment one and 12 undergraduate students in experiment two. Following a practice trial, the learning of a logical map and a non-logical map was compared. Cognitive processes used in learning the maps were also examined. Procedure was identical for both experiments with the exception that experiment two subjects were asked to recall the two maps after a 24-hour period. Subjects' maps were scored by two raters for correct labels and for correct spatial placement of features. A content analysis of the sessions determined the cognitive strategies used to learn the maps. A three-way analysis of variance for map recall was conducted, with discipline as a between-subjects variable, and map and trial as within-subjects variables. In both experiments, the logic or non-logic of the maps affected only the experts. It is concluded that knowledge of principles of spatial organization must be considered as an integral factor in the map learning process. (PN)

ED 269 030 IR 051 507

Clear Purpose...Complete Commitment. A Long-Range Program to Provide Louisianians with Library and Information Services Adequate to Their Needs, 1985-1989.

Louisiana State Library, Baton Rouge.

PUB DATE- 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Information Needs; *Information Services; Libraries; Library Cooperation; Library Networks; Library Planning; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Louisiana

This long-range program results from the combined efforts of the State Library staff, the Library Services and Construction Act (LSCA) Administrative Librarian, Louisiana librarians, the Library Development Committee of Louisiana, and a number of other formal and informal planning groups within the state. The program includes: (1) an assessment of the general population and environments of Louisiana with corresponding library service needs; (2) an assessment of the status of library needs of special populations identified in LSCA legislation, including the disadvantaged, institutionalized, blind and physically handicapped, and persons with limited-English speaking ability; (3) an assessment of major library programs throughout the state, including criteria of adequacy, status, and needs; and (4) a plan of action with measurable objectives to meet identified needs over the next 5 years. This publication identifies specific inadequacies in public library services, resources, facilities and personnel; it identifies the people who are to be served; and it reveals geographical, sociological, economic, and educational barriers to the expanded use of libraries. (THC)

Faculty Salaries and Benefits, 1985-86: Nebraska Technical Community College Areas.

Nebraska Technical Community Coll. Association, Lincoln.

PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *Community Colleges; Compensation (Remuneration); Costs; Educational Finance; Expenditures; *Fringe Benefits; *Full Time Faculty; *Part Time Faculty; Personnel Policy; State Surveys; *Teacher Salaries; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Nebraska

In response to a legislative request, this report provides a compilation of information about full- and part-time faculty, and teacher salaries and benefits in the Nebraska Technical Community College Areas. The compilation includes data in varying degrees of detail from each college. For Central Community College, figures are provided for numbers of full- and part-time, vocational and academic faculty, total salary/benefit expenditures for full- and part-time faculty, and starting salary for full-time faculty. For Metropolitan Technical College, a 1985-86 salary schedule, charts showing minimum criteria by level for initial appointment and subsequent promotion, and a list of instructor salaries by division are presented. Data for Mid-Plains Technical Community College Area include, for each discipline, number of full- and part-time instructors, full- and part-time salary, salary range, and number of academic and vocational instructors. For Northeast Technical Community College, tables list total salary for each instructional program; and daily and annual salary, starting date of employment, educational attainment, and teaching and occupational experience for each faculty member in each instructional program. Tables related to Southeast Community College provide information on number of employees, salary, and benefits by employee classification, individual faculty and non-faculty salaries and benefits by program. Finally, a salary schedule and fiscal year 1985-86 projections for Western Technical Community College area are provided with respect to number of full- and part-time, academic and vocational faculty and total expenditures for salaries/benefits for full- and part-time, academic and vocational faculty. (RO)

ED 269 057 JC 860 201

Wisgoski, Alfred; Andrews, Hans A.
Assuring Future Quality: Removing Incompetent Faculty.

PUB DATE- 14 Apr 86
NOTE- 14p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *College Faculty; Community Colleges; *Evaluation Methods; *Faculty Evaluation; Instructional Improvement; Program Descriptions; *Teacher Dismissal; Two Year Colleges
IDENTIFIERS- *Illinois Valley Community College

Two of the essential ingredients of institutional quality are the recruitment of quality staff and the systematic evaluation of all staff. To be effective, evaluation must be supported by the governing board, must be conducted by competent administrators with histories as superior teachers, and must be based on clearly defined personnel policies and procedures. Illinois Valley Community College (IVCC) offers an example of an effective evaluation system, which since implemented at the college more than a decade ago, has been steadily refined. The system has significantly enhanced the quality of instruction through the termination of ineffective faculty and staff and through the promotion of quality performance by the staff who remain. The IVCC system involves the following characteristics: (1) all tenured and non-tenured, full-time and part-time faculty are evaluated; (2) the board sets evaluation policy; (3) faculty evaluation begins when new persons are hired; (4) faculty are evaluated through direct classroom observation; (5) evaluation is conducted at the beginning of the term; (6) faculty are evaluated only by administrators, rather than by students, peers, or themselves; and (7) merit recognition of outstanding faculty efforts is a part of the administrative evaluation system. By removing poor instructors and rewarding excellent instructors, IVCC has improved its total faculty and instruction for its students. (The paper includes a list of suggestions and considerations regarding teacher dismissal.) (AYC)

ED 269 140 PS 015 764

Johnson, Terry D.; And Others
The Development of Children's Concepts of Peers' Attributes.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Comparative Analysis; *Concept Formation; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Grade 6; *Individual Characteristics; Rating Scales; *Research Methodology; *Social Cognition
IDENTIFIERS- Accuracy; Developmental Patterns; *Peer Perception

Employing a new procedure for measuring peer concepts, this study investigated the development of differentiation and accuracy of children's concepts of their peers' attributes. Subjects, 18 second-graders, 23 fourth-graders, and 18 sixth-graders, were asked to rate characteristics of their peers in mathematics, athletics (running), and in two social areas - anger and shyness. To compare methods, the attribute questions were also asked in a paired-comparisons picture sociometric procedure. To assess response accuracy, measures of each child's actual skills or characteristics were obtained by using mathematics grades, a running speed measure, and teachers' ratings of anger, shyness, and popularity. In general, analyses indicated that differentiation and accuracy of children's concepts of their peers' attributes increased with age. While second-graders viewed many of the attributes as being related, they did show some differentiation. Fourth-graders differentiated more than second-graders, but saw running ability as related to popularity and shyness as negatively related to running ability. By sixth grade, the attributes are seen as distinct except that children who angered easily were seen as unpopular. In comparison with the paired-comparison task, the rating-scale method revealed differentiation and accuracy at an earlier age. It is concluded that the rating-scale technique appears to be a viable method for the assessment of children's -- especially young children's -- concepts of their peers. (RH)

ED 269 170 PS 015 837

Waksman, Mary
Developing Meta-Cognitive Awareness: An Alternative Instructional Model.

PUB DATE- May 86
NOTE- 13p.; Paper presented at the Annual Jean Piaget Society Symposium (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Cognitive Processes; Educational Objectives; Elementary Secondary Education; *Metacognition; Models; *Parent Role; *Problem Solving; *Remedial Instruction; Teacher Role; Theories; Training
IDENTIFIERS- *Feuerstein (Reuven); *Instrumental Enrichment

This paper discusses two primary instructional goals of Feuerstein's instrumental enrichment approach to remedial educational interventions. The instrumental enrichment approach is a method of classroom intervention directed toward helping students acquire the logical and psychological prerequisites of independent formal thought. The first and most basic aim is that of promoting structural cognitive modifiability by emphasizing the involvement of students in effective mediated learning experiences designed to increase metacognitive awareness. The second major objective of the program is the development of efficient, systematic thinking and problem-solving skills by exposing students, regardless of specific etiology or mental dysfunction, to situations demanding employment and adaptation of new, innovative, efficient, and relevant mental strategies. The paper also compares Feuerstein's approach with other cognitively-oriented programs, focusing on issues such as theoretical framework and affiliation, practical application, and research-related issues. A short review of the literature in the area of metacognition is included. (Author/RH)

ED 269 183 RC 015 684

Hall, William D.
Outer Space: A Multi-Age, Integrated Subjects Curriculum Unit.
Gallatin County Superintendent of Schools, Bozeman, MT.; Montana State Univ., Bozeman. Coll. of Education.
SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Sep 85
NOTE- 433p.; For related documents, see RC 015 683-686. Some charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Core Curriculum; Curriculum Guides; Elementary Education; Elementary School Curriculum; *Elementary School Science; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Lesson Plans; Multigraded Classes; Rural Education; *Science Activities; Science Fiction; Small Schools; Space Exploration; *Space Sciences; Teacher Developed Materials; *Units of Study
IDENTIFIERS- Comets; Moon; Rural Schools Integrated Curricula Project MT; Solar System

This multi-age integrated teaching unit on outer space was developed by 19 rural teachers (grades K-8) from 12 Gallatin County (Montana) districts to associate all school subjects with a common theme, promote teaching efficiency by focusing on more than one subject at the same time, and increase student excitement. Topics explored by each grade level are space travelers (grades K-1), the solar system (grade 2), the moon (grade 3), galaxies (grade 4), comets (grade 5), exploration in space (grade 6), astronomy (grade 7), and science fiction (grade 8). Core activities are outlined for each grade level in reading/language arts, mathematics, science, social studies, art, music, and physical education. The lesson plans consist of a general focus statement, specific behavioral objectives, designated classroom activities, lists of materials needed, and a teacher log section. Lists of vocabulary words are included in each unit with some coded to a key for word attack through structural analysis. Accompanying each unit is a list of available resources, both material and human. Evaluation worksheets to be utilized when assessing student performance on specific objectives are included. (NEC)

ED 269 197 RC 015 700

Ostlund, Karen L.
Attitude Changes of Teachers Involved in a Project for the Improvement of Physical Science Instruction in Rural Elementary Schools.
PUB DATE- Mar 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College School Cooperation; Elementary Education; *Elementary School Science; Inservice Teacher Education; Instructional Improvement; Physical Sciences; *Rural Education; Rural Schools; Science Education; *Science Instruction; *Teacher Attitudes; Teacher Effectiveness; *Teacher Improvement; Teaching Skills

Twenty-eight rural elementary teachers showed positive changes in attitude toward perceived competencies in teaching physical sciences and students showed statistically significant cognitive gains as a result of teacher participation in a 4-month project. Teachers attended four workshops, hosted three on-site visits by university science educators, developed instructional units, and shared accomplishments with a variety of audiences. A 44-statement Likert-type pre- and post-opinionnaire measured teacher attitudes toward perceived competencies in areas of content, curriculum and methodology in the physical sciences. A correlated t-test between differences in means was calculated for opinionnaire statements. Teachers administered a pre- and post-test to their science classes to assess student cognitive gains and a paired t-test was used to calculate differences in means for each class. Teachers showed gains in perceived competencies in knowledge and utilization of inquiry/process skills, curriculum, methodology, classroom management, computers, and metric measurement. Study results indicate that coordinated efforts between rural school districts and universities to improve science teaching in elementary schools need greater emphasis on helping teachers organize their thoughts and activities around concepts in science. Tables provide correlated t-test scores for teacher opinionnaires. (LFL)

ED 269 210 RC 015 716

Gaus, Charles
Experiential Education as an Integral Part of Day Treatment for Adjudicated Delinquent Youth.
PUB DATE- 2 Oct 81
NOTE- 29p.; Paper presented at the Annual Conference of the Association of Experiential Education (9th, Toronto, Ontario, Canada, October 2, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Attitude Measures; Day Programs; Delinquency; *Delinquent Rehabilitation; Demonstration Programs; *Experiential Learning; Field Experience Programs; Illegal Drug Use; *Outcomes of Education; Program Design; Program Evaluation; Secondary Education; Student Characteristics; Vocational High Schools; *Vocational Rehabilitation; Volunteer Training
IDENTIFIERS- *De La Salle Vocational Day Treatment Center PA

The role of experiential education is the focus of this paper describing the treatment program at De La Salle Vocational, a day vocational high school for adjudicated delinquent youth. The paper begins by discussing the characteristics and needs of the students and describing the Off-Campus Program, a 3-year research model designed to address the students' need for life skills. Four off-campus, experience-based learning modules are explained: (1) stress/challenge courses adapted from Outward Bound; (2) service learning courses based on the work of the National Commission of Resources for Youth and the National Student Volunteer Program; (3) adventure learning courses combining active experiences with traditional subject areas; and (4) community based learning that combines intensive study of one topic area while interacting in the community. The overall treatment program is illustrated through the example of a fictitious student named Rich whose experiences are used to demonstrate the integration of academic and vocational skills with experiential learning. The final part of the paper reports preliminary findings of the project evaluation, which show significant changes in both drug use and legal involvement following the treatment program. Pre- and post-treatment results are discussed for frequency of drug use, number of arrests,

interpersonal maturity, family roles, self-esteem, and school problems. A list of selected references is provided. (JHZ)

ED 269 270 SE 046 589

Anick, Constance M.; And Others

Results from First and Second Individual Interviews (February and May 1980) of the Second Phase of the Longitudinal Study. Working Paper No. 310.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 81

NOTE- 135p.; For related documents, see SE 046 583-590.

GRANT- OB-NIE-G-81-0009

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 2; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction

IDENTIFIERS- *Mathematics Education Research

Data are reported from the first and second individual interviews conducted in 1980 in the second phase of a 3-year study on addition and subtraction using verbal problem solving. The second phase is concerned with children's performance on verbal addition and subtraction problems which contain two-digit numbers, half of which require regrouping for correct computational solutions. Ninety-six second-grade children in two schools in Wisconsin that used the Developing Mathematical Processes program were individually administered 12 verbal problems that could be solved using addition or subtraction. Responses were coded in terms of appropriateness of strategy, correct or incorrect answer, type of error, mode of representation, and solution strategy. Group data on the problems as well as information on individual subjects are reported. Appendices contain sample problem tasks and individual student profiles. (Author/MNS)

ED 269 331 SO 017 139

Think Texas! Suggested Activities to Help Celebrate Our Sesquicentennial.
Texas Education Agency, Austin.
REPORT NO.- GE6-701-01
PUB DATE- Apr 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; Folk Culture; Holidays; *Instructional Materials; Preschool Education; Resource Units; Social History; *State History; Traditionalism
IDENTIFIERS- *Texas

A packet of teaching activities helps elementary and secondary teachers commemorate the sesquicentennial of Texas' independence. Activities include listening to stories about the mockingbird, bluebonnet, and pecan tree, drawing interpretations of these stories, and using a graphics tablet, light pen, or graphics software to illustrate a Texas folk tale. The curriculum areas include prekindergarten and kindergarten; art; bilingual and migrant education; English language arts; health education; industrial arts education; marketing education; mathematics; music; occupational orientation; physical education; safety and driver education; science; second languages; social studies; theater arts; trade and industrial education; vocational agriculture; vocational home economics education; vocational office education; and computer applications. (BZ)

ED 269 071 JC 860 215

Parrott, Marietta
Faculty Articulation with Feeder High Schools and Local Employers.
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Mar 82
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College School Cooperation; Community Colleges; Cooperative Programs; Curriculum Development; High Schools; Questionnaires; *School Business Relationship; School Surveys; *Teacher Attitudes; *Teacher Role; Two Year Colleges

As a first step in developing an articulation plan with feeder high schools, a College of the Sequoias (COS) task force developed and distributed a survey to all full-time faculty members to determine if individual faculty members were articulating with feeder high schools and local businesses, and if they would be willing to participate in an organized departmental effort for increasing communication with the high schools. Study findings, based on a 71% response rate (N=115), included the following: (1) 33% of the respondents had made visits to feeder high schools during the past year, with many attending specific events (e.g., plays or athletic events) or for personal reasons; (2) 30% had visitors from feeder high schools in their classrooms or had high school personnel communicate with them regarding curriculum; (3) 28% had contact with local businesses or industry to discuss curricular concerns; (4) the divisions with the largest number of faculty making visits were Physical Education and Administrative/Student Services, while the Division of Science, Mathematics, and Engineering ranked highest in the number of faculty receiving visitors; and (5) 77% of the respondents expressed willingness to participate in organized departmental efforts to increase articulation. Responses by division and the survey instrument are included. (EJV)

ED 269 086 JC 860 235

Zammuto, Raymond F.; And Others

Development of the Two-Year Version of the Institutional Performance Survey.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 113p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Community Colleges; Employee Attitudes; Evaluation Criteria; *Evaluation Methods; Field Tests; *Institutional Evaluation; *Institutional Research; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Test Validity; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Institutional Performance Survey (NCHEMS)

The purpose of this report is to describe the development and field testing of a two-year college version of the National Center for Higher Education Management System's (NCHEMS) Institutional Performance Survey (IPS), an instrument designed to provide information on the perceptions of various groups about the overall functioning and performance of the institution. The report explains the impetus for developing the two-year IPS; steps in redesigning the instrument, which included the solicitation of comments from a panel of administrators, faculty, and staff in three community college systems; and the field testing of the modified IPS at Montgomery College (MC), Maryland. Appendix A presents the version of the IPS developed for the MC field test. Appendix B offers an extensive executive report on the MC study, presenting a digest of the responses of administrators, associate staff, support staff, tenured and untenured faculty, and faculty at each MC campus for questions related to changes in the college environment, enrollments, revenues, institutional functioning, college culture, institutional strategy, resource allocation, and institutional effectiveness. (RO)

Allison, Ursula; And Others
Child Health Guidelines: Health, Nutrition, Infants and Toddlers. Revised Edition.
Greater Minneapolis Day Care Association, MN.
PUB DATE- Jan 85
NOTE- 70p.
AVAILABLE FROM- Greater Minneapolis Day Care Association, Lehman Center, 1006 West Lake Street, Minneapolis, MN 55408 ($3.00, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Childhood Needs; Child Neglect; *Day Care Centers; Early Childhood Education; Guidelines; *Health; Infants; *Nutrition; Records (Forms); Sanitation; Toddlers
IDENTIFIERS- Food Preparation; Sick Child Care

Forms and guidelines presented in this manual were compiled and/or developed by staff of agencies serving nursery schools, group day care centers, and family day care homes. The health and safety guidelines focus on excluding ill children and staff, caring for ill children, safety policies, emergency procedures, fire emergencies, pets, bites, and sanitation. Health forms provided include a health care summary and a health history for preschool/school age children, an immunization exemption form, a medication permission sheet, an emergency card, a model parental consent form regarding accidental ingestion and use of syrup of ipecac, a field trip permission form, and accident and fire drill logs. Materials concerning child abuse include a child abuse/neglect statement for parents and employee handbooks, suggested procedures for recording and reporting child abuse, a list of barriers to reporting, recording to document suspected abuse/neglect, a child abuse/neglect recording form, and a suspected child maltreatment reporting form. Material pertaining to infants and toddlers offers guidelines for diapering and toileting, health care summary and health history forms, and an infant's daily record. Food handling and nutrition is discussed in terms of safe food for healthy children, sanitation, hints for feeding infants, making baby food, and foods to avoid when feeding infants and toddlers. A 24-hour food guide for infants is provided. Resources for health and safety information are listed. (RH)

ED 269 224 SE 046 533

Guidelines for the Use of Calculators, Grades 1-12.
Alberta Dept. of Education, Edmonton.

PUB DATE- 81
NOTE- 27p.; For a related document, see SE 046 532.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; Educational Research; Elementary Secondary Education; Foreign Countries; Guidelines; Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Alberta; Mathematics Education Research

These guidelines were developed to provide assistance to Alberta schools in the development of policy for the use of calculators in classrooms, and also to provide some assistance to teachers in planning appropriate experiences for students. A position statement advocating the use of calculators as both instructional and computational aids is presented. Guidelines for their use are then given by level (primary, intermediate, junior high, high school). A research summary is included as Appendix A; Appendix B contains suggestions for calculator selection; Appendix C details the National Council of Teachers of Mathematics recommendation on calculators; and Appendix D provides summaries of some individual research reports. Finally, Appendix E presents the policy statement on the use of calculators on provincial examinations. (MNS)

ED 269 240 SE 046 554

Instructional Materials for Elementary Mathematics, Final Report of the Regional Training Workshop for the Development of Materials for Mathematics Education in Asia and the Pacific.

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computation; Decimal Fractions; Elementary Education; *Elementary School Mathematics; Fractions; Geometric Concepts; *Instructional Materials; *Lesson Plans; Manipulative Materials; *Mathematics Instruction; Measurement; Number Concepts; *Problem Solving; Teaching Methods; Workshops
IDENTIFIERS- Asia (Southeast)

This document is the final report of the Regional Training Workshop for the Development of Materials for Mathematics Education in Asia and the Pacific, using a problem-solving approach. The workshop was committed to identifying materials which are readily available at low cost, in sufficient quantities to be used by children in classrooms in any country within the region. In the introductory chapter, the objectives and procedures of the workshop are described. Chapter 2 discusses priorities in teaching and learning. Research and the rationale for using materials, what a problem-solving approach means, key topics, and materials to be used are described. In chapter 3, lesson plans for eight key topics illustrate the development of problem-solving strategies and attitudes through the use of concrete and semi-concrete materials. Four lesson plans are then provided in which the content area is subordinate to the major focus on problem solving. Chapter 4 highlights strategies to encourage the use of instructional materials. Appendices include responses to a questionnaire concerning the mathematics curriculum, background information on manipulative materials, and a summary of their expected role. (MNS)

ED 269 255 SE 046 573

Time and Territory: A Preliminary Exploration of Space and Utilization Guidelines in Engineering and the Natural Sciences. Commission Report 86-2.

Californi State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 86
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; College Science; *Engineering Education; Facility Improvement; Higher Education; *Physical Sciences; Research and Development Centers; Science Education; *Science Facilities; Science Laboratories; *Space Utilization
IDENTIFIERS- *California

Needs pertaining to changes in standards for California higher education facilities for the disciplines of engineering and the biological and physical sciences are reviewed in this publication.

Aspects related to the study include: (1) a history of how space and utilization standards have been developed in California; (2) an overview of the mechanics for standards development; (3) a summary of space and utilization standards used in other states; (4) selected views of university officials on current standards for engineering and the natural sciences; (5) an analysis of changes over recent decades that have affected space needs; and (6) findings, conclusions, and recommendations of the study commission. It is proposed that implementation of the recommendations cover a two year interim period and that a more comprehensive plan be developed for the future. (ML)

ED 269 286 SO 017 011

Consumer Education in Illinois Schools, 1986.
Illinois State Board of Education, Springfield.
PUB DATE- 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; *Consumer Education; *Consumer Protection; Course Content; Course Objectives; Credit (Finance); *Economics Education; Financial Services; Food; Home Economics; Housing; Insurance; Labor Economics; Learning Activities; Resource Materials; Secondary Education; *State Standards; Taxes; Transportation

Intended to assist Illinois teachers in planning an instructional program in consumer education that meets state requirements, this consumer education curriculum is designed to help students in grades 9 through 12: (1) become informed consumers; (2) understand the rights and responsibilities of consumers in society; (3) develop responsible attitudes toward the use of resources; (4) develop a sound decision-making process based on individual goals and values; (5) use sources of information to help make consumer decisions; (6) understand the independent roles of the consumer, the worker, and the citizen in our economy; and (7) participate more fully in the consumer aspects of family life. Following an introduction, the second of six sections focuses on the consumer in the marketplace. Topics in the third section, "The Consumer in Our Economy," include the economy; the consumer; interaction of the consumer with agriculture, business, government, and labor and trade unions; economic principles of the marketplace; important economic measurements; and economic issues for consumers. Topics related to financial planning such as budgeting, savings, investing, and financial services; consumer credit; taxes; and insurance are outlined in the fourth section. The fifth section on goods and services focuses on consumer services, housing, food, transportation, clothing, health care, recreation, and home furnishings and equipment. The final section, which lists consumer education resources, concludes the publication. For each section and subsection, course objectives, content, suggested activities, and related resources are outlined. (LH)

ED 269 300 SO 017 079

Ellington, Lucien; Duffy, Jane
An Inquiry Unit on the Economic Geography of Japan for Junior High Geography.
Tennessee Univ., Chattanooga. Center for Economic Education.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Cross Cultural Studies; Economics Education; *Foreign Countries; *Geography; *Geography Instruction; Inquiry; Instructional Materials; Junior High Schools; Learning Activities; Simulation; Social Studies; Units of Study
IDENTIFIERS- *Japan

Four lessons in this inquiry unit introduce junior high students to the influence of geography on economics and way of life in Japan. Lessons are provided on the effects of overcrowding, the influence of space on Japanese farming, a Japanese product search, and Japanese cuisine. Each lesson includes time and materials required, rationale, concepts, instructional objectives, teaching procedure and follow-up activities. Teaching procedures include such formats as simulation, case studies, a Japanese product hunt, and discussion. Complete teaching materials and procedures are provided. (LP)

ED 269 317 SO 017 114

Social Studies Curriculum Guide: Grade 1.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-1
PUB DATE- Apr 84
NOTE- 191p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Concept Formation; Curriculum Guides; Family Environment; *Family Life; Grade 1; Individual Development; Learning Activities; Outcomes of Education; Primary Education; Sequential Approach; Skill Development; *Social Studies; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade 1 in order to meet the Department of Defense Dependents Schools (DoDDs) social studies objectives is provided. Material is divided into four sections. A one page description overviews the curriculum topic for grade 1, families and groups, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days which might be covered in the social studies curriculum at the first grade level is then provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, presented in matrix form, is divided by marking period and includes a suggested time frame and a list of areas of study, each tagged to learning objectives, suggested classroom activities, and page correlations with several widely used social studies textbooks. For grade one, the areas of study covered are: rules, individuals, families, schools, environment, skills, and communication. (LP)

ED 269 347 SP 027 038

Myton, David V.
Averting a Teacher Crisis in Oregon.
Oregon Teacher Standards and Practices Commission, Salem.
PUB DATE- 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Standards; Educational Improvement; *Program Improvement; *Teacher Education Programs; Teacher Orientation; *Teacher Recruitment; *Teacher Shortage; Teaching Conditions
IDENTIFIERS- *Oregon

This paper reviews the various recommendations for improving teacher education in the United States and compares them to educational conditions in Oregon. Recommendations are made to the Oregon Teacher Standards and Practices Commission in four areas: supply of new teachers, assurance of quality of teacher candidates, induction of new teachers into the public schools, and continued competence of employed educators. Other changes may be needed in the way public schools in Oregon are financed and teachers are compensated, but no recommendations are made on reforms such as raising teachers' salaries, creating career ladders in teaching, offering merit pay, or providing loans for college students planning careers in education. Changes in these areas are outside the jurisdiction of the Commission. (Author)

ED 269 399 SP 027 583

Pigge, Fred L.; Marso, Ronald N.
Relationships between Student Characteristics and Changes in Attitudes, Concerns, Anxieties and Confidence about Teaching During Teacher Preparation.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Attitude Change; *Education Majors; Preservice Teacher Education; *Self Esteem; *Student Attitudes; *Student Characteristics; Student Teacher Attitudes; Student Teachers

The purpose of this study was to investigate changes during teacher training in students' anxiety, attitude, concerns, and confidence about becoming a teacher and the relationships between these changes and selected student characteristics. The subjects were comprised of three groups of students (N-581) at three stages of their teacher preparation: beginning their first required education course, just prior to student teaching, and at the end of student teaching. There were significant changes in anxiety, concern, attitude, and confidence about teaching; however, these changes did not follow a consistent pattern for each measure or for all sample subgroups. Changes in anxiety and confidence about teaching moved in a consistently positive direction; attitude towards teaching showed no overall change; and concerns about teaching increased prior to student teaching but decreased following student teaching. The student characteristics of anticipated grade level of teaching, gender, teaching field, time of decision to become a teacher, and father's educational level were found to be related to one or more of the criterion measures. Four pages of references and data tables are included. (Author)

ED 269 031 IR 051 508

Cassell, Marianne K.

Combined School-Public (Community) Libraries. A Brief Overview.

Vermont State Dept. of Libraries, Montpelier.
PUB DATE- Nov 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Community Satisfaction; Community Services; *Library Cooperation; *Library Services; Position Papers; Program Descriptions; *Public Libraries; *School Libraries; *Shared Library Resources
IDENTIFIERS- *Vermont

This review of the current status of combined school-public (community) libraries in Vermont acknowledges that, while on the surface the concept appears to be just the answer for many communities with limited funds and other resources, it also raises many questions about the nature of library service to a community. The paper provides: (1) a brief history of the development of community libraries from the early 1970s to the present; (2) a list of the current community libraries; (3) the positive and negative aspects of having a community library; (4) actions a public library board should take if they are considering development of a community library; and (5) an annotated bibliography of seven works on community library failures and successes in the United States and Canada. (THC)

ED 269 100 JC 860 249

Jonadoss, Nirmala; Lucas, John A.
Evaluation of Tutoring Services Offered at Harper College. Research Report Series Volume XIV, No. 13.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 2 Jun 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Community Colleges; Majors (Students); Participant Satisfaction; *Program Effectiveness; Program Evaluation; Student Characteristics; *Tutorial Programs; Tutors; Two Year Colleges; *Two Year College Students

An evaluation was conducted of the tutoring services offered at William Rainey Harper College (WRHC) using three types of data. First, from the total number of students who used the services, 132 students from fall 1981 and 138 students from fall 1985 were randomly surveyed. Second, Tutoring Center evaluation forms completed by student participants from fall 1982 to spring 1985 were analyzed. Finally, tutoring participation data for the years 1973 to 1984 were tabulated, broken down by discipline, and compared to overall enrollment, adult population, and high school senior class enrollments in the district. Study findings included the following: (1) in relation to the student body as a whole, a high percentage of younger students were served by the Tutoring Center; (2) 47% of the students served by the center were business, liberal arts, or general education majors; (3) students utilizing the center's services had higher grade point averages than the student population as a whole; (4) the majority of students found out about tutoring services through instructors, campus ads, and other students; and (5) tutoring services were rated very highly by the students, with over 90% rating them as very useful and over 80% rating tutor technique as very good. Data tables are included. (EJV)

Claus, John F.
Adult Students in Community College: Learning to Manage the Learning Process.
PUB DATE- Apr 86
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Adult Students; Community Colleges; Continuing Education; *Dropout Prevention; Enrollment Influences; High Risk Students; Nontraditional Students; Reentry Students; School Holding Power; *Student Attitudes; *Student Needs; *Student Personnel Services; Two Year Colleges; *Two Year College Students

A study was conducted by the Appalachia Educational Laboratory (AEL) to determine impediments to and facilitators of adult students' success during their first semester of attendance at a community college and to recommend interventions which would minimize the difficulties of returning adults as they attempt to manage the learning process. The target population for the study consisted of 70 Appalachia region community college students, ranging in age from 22 to 57, who had no prior postsecondary educational experience and were enrolled in at least two major-related courses. Data collection involved in-depth interviews with all students in the sample, observations of a sample of classes in which target students were commonly enrolled, and daily logs filled out by the enrolled students for 1 week during the second month of the semester. The study found that students' attempts to manage the learning process were affected by issues related to finances, home and family, transportation, unique personal factors, goals and commitment, academic adjustment, the classroom, and the institution. Based on study findings, a number of interventions were suggested to AEL region schools to: (1) help adult students with their problems outside of school (e.g., college-sponsored child-care centers, adult student support groups, and in-service training to sensitize student personnel workers to adult students' problems); (2) improve the classroom experience (e.g., in-service teacher training to promote course organization around a detailed syllabus, thorough explanation and review in class, in-class dialog, and heightened sensitivity to the special needs of adults); and (3) improve academic services at the institutional level (e.g., more thorough counseling at time of enrollment, provision of more information about majors and careers in introductory courses, more mandatory advising sessions, and closer assessment of skill levels). (EJV)

ED 269 156 PS 015 813

Metzger, Mary Ann; Freund, Lisa
Degree of Stereotypic Responding by Hyperactive, Learning Disabled, and Unselected Children in a Computer-Controlled Task.
PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Attention Control; Classification; Comparative Analysis; *Hyperactivity; *Learning Disabilities; *Performance Factors; *Reaction Time; Visual Stimuli; *Young Children
IDENTIFIERS- Distraction; *Normal Children

The present research assessed the ability to attend to relevant information in the presence of irrelevant distraction in hyperactive (H), learning disabled (LD), and unselected (US) children. A total of 20 LD, 20 H, and 20 US children divided into younger and older age groups participated in the study. Younger children were between 94 and 104 months of age; older children were between 105 and 126 months. The task was a computer-presented variation of a standard speeded classification card-sort task, one commonly used to assess attention ability of H and LD children. Children were asked to touch a target shape on a touch-sensitive video screen in the presence and absence of distractors. Individual response times (RT) were measured for 60 trials. Each child was scored for his or her average RT and variance of RT in each condition. No significantly different RT patterns to stimuli with and without distractors were observed among the younger or older LD, H, or US children. Both H and LD children were less stereotypic than US children in RT variance. The H children evidenced less stereotypic response for stimuli with distractors than for stimuli without distractors, and LD children demonstrated an opposite pattern. (RH)

ED 269 271 SE 046 590

Anick, Constance M.; And Others
Results from Eighth Individual Interview (January 1981). Coordinated Study No. 1. Working Paper No. 313.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 81
NOTE- 157p.; For related documents, see SE 046 583-589.
GRANT- OB-NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Educational Research; *Elementary School Mathematics; Error Patterns; Grade 3; Interviews; Manipulative Materials; *Mathematics Instruction; Primary Education; *Problem Solving; *Subtraction
IDENTIFIERS- *Mathematics Education Research

Data are reported from the eighth individual interview conducted in 1981 with students participating in a 3-year study on addition and subtraction using verbal problem solving. Ninety-two third-grade children in two schools in Wisconsin that used the Developing Mathematical Processes program were individually administered 18 verbal problems that could be solved using addition or subtraction. Responses were coded in terms of appropriateness of strategy, correct or incorrect answer, type of error, mode of representation, and solution strategy. For every problem, over 90 percent of the students chose a correct strategy. Group data on the problems as well as information on individual students are included. Appendices contain sample problem tasks and individual student profiles. (Author/MNS)

Hamblen, Karen A.
An Analysis of the Foundations of Art Criticism Instruction: Sociopolitical Consequences of Theoretical and Research Deficits.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Art; *Art Education; *Art Teachers; Curriculum Development; *Curriculum Problems; Educational Change; Elementary Secondary Education; Intellectual Disciplines; Social Values

Art criticism has not been incorporated into the curriculum despite support of this proposal by major art educators. The traditional art program consists only of studio instruction to the exclusion of art criticism and art history. The studio background of most art educators coupled with the limited availability of art criticism curriculum options has perpetuated the status quo. The curriculum is a sociopolitical document which provides a lens to the subject, tempered by the dominant culture. The lack of curriculum options is a result of many factors including the weak or non-existent theoretical and research foundations of art criticism and the lack of consensus in any of the areas of art study. Art criticism formats cited include: Feldman's method consisting of analysis, interpretation, and evaluation, and Brandy's aesthetic scanning method. Fourteen other approaches exist but have not been collected in a comprehensive compilation of formats. Theoretical and research foundations of art criticism curricula include format-model parallels and format validity. Areas requiring further investigation and research include individual differences in cognitive style, social content, and the very foundations of art criticism. Four pages of references conclude the report. (BZ)

ED 269 365 SP 027 483

Goldstein, William
Recruiting Superior Teachers: The Interview Process. Fastback 239.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-239-9
PUB DATE- 86
NOTE- 28p.; This publication was sponsored by the California State University/Stanislaus Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Interviews; *Questioning Techniques; Teacher Qualifications; *Teacher Recruitment

Interviewing techniques for recruiting teachers from the perspective of both the interviewer and the job-seeking candidate are offered. Advice for the individual being interviewed for a teaching position includes a brief discussion on the importance of credentials, transcripts, application forms and references. Pitfalls are also outlined for the interviewer (e.g., illegal questions), and suggestions are made on posing questions that will elicit the most complete and revealing responses. (JD)

ED 269 383　　　　　　　　　　　SP 027 535

King, Alvy L.; Williams, David L., Jr.
Ways to Improve Schools and Education Project. Final Report (December 1, 1984 - November 30, 1985).
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 289p.; For earlier report, see ED 256 065. For Executive Summary, see SP 027 565.
CONTRACT- 400-83-0007-P-4
AVAILABLE FROM- SEDL Publications, 211 E. 7th Street, Austin, TX

78701.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Inservice Teacher Education; *Program Development; *School Business Relationship; *School Community Relationship; Secondary Education; Work Experience Programs
IDENTIFIERS- *Ways to Improve Schools and Education Project

The Ways to Improve Schools and Education (WISE) Project seeks to enhance school productivity by more effective use of community resources to meet school needs. Models and guidelines have been developed to promote collaboration among schools, businesses/chambers of commerce, other community organizations, state education agencies, and higher education agencies. Initiated in 1982, Project WISE has pilot-tested school and business/community partnerships throughout the six-state region of the Southwest Educational Development Laboratory. WISE worked with three sites--Albuquerque, New Mexico; Austin, Texas; and Okalahoma City, in 1983-84. For 1985, three more sites were added: Little Rock, Arkansas; Jackson, Mississippi; and New Orleans, Louisiana. This final report provides a detailed account of the activities conducted by the Project in 1985. Included in the report are: (1) a description of the background of WISE; (2) WISE goals, objectives and related activities; (3) major activities and accomplishments; (4) major conclusions and recommendations; and (5) a discussion on the significance of the major accomplishments. Appendixes include correspondence, a listing of national organizations interested in education-community partnerships, and an annotated bibliography. (JD)

ED 269 415 TM 860 052

Broderius, Bruce W.; And Others
Achievement Gains of Fifth Grade Pupils Taught by Teachers Using the Essentials of Instruction: A Pilot Study.
PUB DATE- Oct 85

NOTE- 25p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, Wyoming, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Elementary School Mathematics; Grade 5; Hispanic Americans; *Information Utilization; Inservice Teacher Education; *Instructional Innovation; Intermediate Grades; Language Arts; Mathematics Achievement; Predictor Variables; *Program Effectiveness; *Program Evaluation; Racial Differences; Reading Achievement; Sex Differences; Spelling; *Teacher Influence; White Students
IDENTIFIERS- California Achievement Tests; *Essentials of Instruction (Program); Levels of Use of the Innovation

The effectiveness of an instructional improvement project in the Greeley-Evans Schools, Colorado, was studied. Teachers were provided inservice education in a class called the Essentials of Instruction. Recognizing that receiving training was not the same as being an implementer of the innovation, the Levels of Use instrument identified teachers who were or were not users of the innovation. California Achievement Test scores were obtained for 598 fifth grade students in reading, language arts, spelling, and mathematics. Achievement gain scores were used to examine differences between males and females, Hispanics and Whites, and students taught by user versus non-user teachers. Results confirmed the achievement gains expected in one years' time. Males had much higher gains in reading, and females in spelling. Caucasians had significantly higher gains in mathematics and reading achievement than Hispanics did. In all subjects, Hispanics started with lower test scores and posted smaller gains than Caucasians. Results suggested that the benefits of use of the innovation were not fully accrued during the first year. Non-users showed slightly above average gains in language arts and mathematics, while users showed slightly above average gains in reading and spelling. (GDC)

ED 269 429 TM 860 258

Marsh, Herbert W.; Smith, Ian D.
Cross-National Study of the Structure and Level of Multidimensional Self-Concepts: An Application of Confirmatory Factor Analysis.
PUB DATE- 10 Mar 86
NOTE- 22p
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Factor Analysis; *Factor Structure; Foreign Countries; Foreign Students; Intermediate Grades; Preadolescents; Questionnaires; *Self Concept Measures; *Sex Differences
IDENTIFIERS- Australia; *Confirmatory Factor Analyses; England; LISREL Computer Program; *Self Description Questionnaire

The purposes of the present investigation are to compare the structure and level of multidimensional self-concepts for boys and girls from England and Australia, and to demonstrate the use of confirmatory factor analysis (CFA) in making such comparisons. Subjects were random samples of 303 English preadolescents and 303 Australians that were matched in terms of age and sex. In the first set of analyses, CFA demonstrated that an a priori factor structure of self-concept fitted responses by English and by Australian students, and that the factor structure was reasonably invariant across the two groups. In the second set of analyses CFA demonstrated that English and Australian students differed significantly on only one of eight self-concept factors, and that all sex differences in the multidimensional self-concepts were similar for English and Australian students. The results of the study provide further evidence of the generality of multidimensional self-concepts as inferred by the Self Description Questionnaire, and demonstrate recent advances in the application of CFA. (Author)

ED 269 045 JC 860 131

Doherty, Frank
The Developmental Reading and Writing Student: A Snapshot.
Virginia Univ., Charlottesville. Evaluation Research Center.
PUB DATE- May 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Developmental Studies Programs; Outcomes of Education; Program Evaluation; *Remedial Programs; *Student Characteristics; Student Evaluation; Two Year Colleges; *Two Year College Students

A study was conducted at Piedmont Virginia Community College (PVCC) to provide a profile of the characteristics and academic performance of PVCC students in developmental reading and writing courses. Specifically, the study focused on student demographics, performance in developmental courses and college-level English courses, and the relationship between performance in developmental courses and college courses. Data from the transcripts of 191 students who took at least one developmental course during fall 1981 were analyzed. Study findings included the following: (1) 62% of the sample group were under 22 years old, 86% matriculated within 1 year of their target year, and 50% were female; (2) almost 50% came from the three high schools closest to PVCC, and 83% were Virginia residents; (3) blacks accounted for 8% of the total PVCC student population, but 27% of the developmental students; (4) curricular choices remained fairly stable from matriculation to the end of the student's course of study; (5) 41% of the group were in good academic standing at the end of their course of study, 30% were on academic warning status, 13% were on probation, and 13% took no college-level courses; (6) over 50% of the students who took developmental courses eventually took college-level courses; (7) 74% of the students who received a satisfactory final grade in their developmental course went on to take a college-level course, as opposed to 40% of those who received a final grade of "repeat"; and (8) 47% of those who received a satisfactory developmental course grade received an A or B in their first college-level course. (EJV)

ED 269 058 JC 860 202

Report on the Character of Remedial Programs in New Jersey Public Colleges and Universities. Fall, 1984.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 18 Oct 85
NOTE- 107p.; Tables may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Skills; Community Colleges; Educational Assessment; *Educational Testing; English (Second Language); Enrollment Trends; Postsecondary Education; Program Effectiveness; *Remedial Instruction; School Policy; *State Standards; State Surveys; State Universities; *Student Placement; Two Year Colleges
IDENTIFIERS- *New Jersey

In 1984-85, as part of its annual assessment of the character of remedial programs in New Jersey, the New Jersey Basic Skills Council (NJBSC) administered the Basic Skills Questionnaire to all county and state colleges and universities and requested information on enrollments, placement testing, students identified as needing remediation, students enrolled in remedial coursework, placement policies, exit criteria, and English as a second language students. The study's findings, based on questionnaire responses from all institutions, included the following: (1) all colleges, except one, tested over 90% of their incoming students; (2) statewide, the colleges tested an average of 90% of the full-time students and 85% of the part-time students; (3) every college met or exceeded the Council's minimum placement standards in verbal skills, and almost all exceeded minimum placement standards in computation; (4) the colleges reported that increased percentages of students were identified as needing remediation in reading (37% in 1984 vs. 34% in 1983), writing (32% in 1984 vs. 28% in 1983), and computation (35% in 1984 vs. 30% in 1983); and (5) compared to 1983 responses, the colleges enrolled more of their skills deficient full-time students in appropriate courses in reading (93%), writing (95%), computation (90%), and elementary algebra (74%), but no increase was seen for part-time students. The report includes extensive data tables, along with the the questionnaire, institutional profile form, a description of NJBSC proficiency levels, policy statements, a list of problems encountered in testing, placing, and instructing students in basic skills, and supplementary part-time student data. (MPH)

ED 269 141 PS 015 765

Gordon, Sandra L.; Anderson, Beth C.
Complexity Survey.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Difficulty Level; Early Childhood Education; *Instructional Materials; *Preschool Teachers; Surveys; *Teacher Response
IDENTIFIERS- *Complexity Index

To determine whether consensus existed among teachers about the complexity of common classroom materials, a survey was administered to 66 pre-service and in-service kindergarten and prekindergarten teachers. Participants were asked to rate 14 common classroom materials as simple, complex, or super-complex. Simple materials have one obvious part, have no subparts enabling multiple combinations, and support children's activity for short periods of time only. Complex materials have subparts or two essentially different items together. Super-complex materials have three or more essentially different elements combined, or they include a markedly different object added to an already complex material. Items rated were: (1) a ball; (2) sand without props; (3) a set of Legos; (4) an obstacle course made of tires, boards, and boxes; (5) a block area with small props and large crates; (6) a single book; (7) an outdoor commercial wooden climbing structure; (8) blocks with no props; (9) crayons; (10) playdough without props; (11) a well-equipped dramatic play area; (12) pegs and pegboard; (13) wet sand for digging, pouring, and making impressions with tools; and (14) a guinea pig, gerbil, or rabbit. Teachers were in substantial agreement, viewing as simple 1, 2, and 6; as complex 3, 8, and 12; as super-complex 4, 5, 11, and 13. Discrepancies in teachers' ratings were found for items 7, 9, 10, and 14. The extent of consensus is taken as support for the ideas of Kritchevsky, Prescott, and Walling (1969). (RH)

ED 269 171 PS 015 838

Moyer, Joan, Ed.
Selecting Educational Equipment and Materials for School and Home.
Association for Childhood Education International, Wheaton, MD.
REPORT NO.- ISBN-0-87173-111-8
PUB DATE- 86
NOTE- 74p.
AVAILABLE FROM- ACEI Publications, Department ES, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902 ($7.80, plus $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Criteria; Day Care; Early Childhood Education; *Educational Equipment; Elementary Education; Infants; *Instructional Materials; Planning; Purchasing; *Selection; Teacher Developed Materials; Teacher Role; Toddlers; *Young Children

Based on the view that the classroom teacher is the best judge of materials and equipment to meet the needs of particular learning situations, this publication focuses on the selection of equipment and materials for children in group settings. Part I consists of four substantive articles concerning (1) materials selection from the points of view of elementary school principal and classroom teacher; (2) the importance of careful planning in equipping a center or school; (3) the importance of providing teachers with workshops/facilities in which they can prepare instructional materials; and (4) the relative merits of purchasing ready-made and making one's own equipment, and criteria for deciding the issue. Also included in Part I are lists of criteria for selecting single items of equipment and materials as well as packaged instructional materials. Part II suggests educational equipment appropriate for an infant group, a nursery school group, a kindergarten group, early elementary school groups, and later elementary or middle school groups. It is anticipated that parents will also find the information useful, since much of the equipment and materials, particularly for the younger age groups, can be adapted for use in the home and many of the items can be made or "scrounged." (RH)

ED 269 184 RC 015 685

Hall, William D.

Oceans: A Multi-Age, Integrated Subjects Curriculum Unit.

Gallatin County Superintendent of Schools, Bozeman, MT.; Montana State Univ., Bozeman. Coll. of Education.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.

PUB DATE- Sep 85

NOTE- 189p.; For related documents, see RC 015 683-686.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Core Curriculum; Curriculum Guides; Elementary Education; Elementary School Curriculum; *Elementary School Science; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Lesson Plans; Marine Biology; *Marine Education; Multigraded Classes; *Oceanography; Rural Education; Small Schools; Teacher Developed Materials; *Units of Study

IDENTIFIERS- Rural Schools Integrated Curricula Project MT

This curriculum unit on oceans for grades K-8 contains lesson plans, vocabulary lists, core activities, resource lists, and a student evaluation worksheet developed by rural Gallatin County, Montana, teachers as part of an inservice Rural Schools Integrated Curriculum Project administered by the Montana State University College of Education. The integrated approach serves the need of small rural multigrade classes for a unified approach to teaching and learning. The curriculum unit is designed so that teachers can expand it to accommodate all school subjects and specific student interests. Rationale and seven general objectives are followed by a list of core activities in reading, math, science, social studies, art, music, and health/physical education for each of three sub-units--plants and animals, industry, and transportation. Lesson plans organized by school subject and sub-unit are further divided into grade levels and lesson objectives. Each lesson plan lists objectives, activities, resource materials, and, where appropriate, instructions for an experience chart as well as a scope of lesson statement. Lesson plans separate activities by grade level where appropriate as well as offer integrated activities for all grades. A vocabulary list and resources list are divided by subject and K-4/5-8 grade levels. (LFL)

Gorospe, Kathy
American Indian Cultural Resources: A Preservation Handbook.
Commission on Indian Services, Salem, Oreg.
PUB DATE- Feb 85
NOTE- 282p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Culture; American Indians; *Archaeology; Compliance (Legal); Federal Indian Relationship; *Federal Legislation; Guidelines; Laws; *Resource Materials; *State Legislation; Tribes
IDENTIFIERS- *Cultural Preservation; Cultural Resources; Historical Landmarks; Historic Sites; *Oregon; Resource Management

Designed for use by American Indian tribes, archaeologists, law enforcement officials, local/state/federal administrators in charge of cultural resources management matters, and the general public, this handbook has been compiled to serve as a practical guide to protecting American Indian cultural resources in Oregon. The book brings together information on all major state and federal antiquities laws for review and comparison. Parts I and II contain descriptions of major provisions of significant state and federal cultural resources laws affecting Indian burial sites, archaeological sites and objects, classification of historic properties, scenic waterways, and conservation easements with suggestions for their practical application. Parts III and IV provide information which may facilitate cooperation and coordination between tribes, archaeologists, agencies, etc., including identification of Oregon tribes and tribal contacts. Part V details information helpful in reporting criminal violations of cultural resources protection laws. Part VI is a bibliography of resources which may be helpful in gaining further understanding of cultural resources protection laws and designing and managing protection systems. Part VII presents copies of most state and federal statutes discussed in this handbook. With the exception of the Oregon Indian Burial Law and the American Indian Religious Freedom Act, all laws are equally applicable to non-American Indian cultural resources. (Author/NEC)

ED 269 211 RC 015 723

Rendon, Armando B.
Nosotros..Los mexicoamericanos, les puertorriquenos, los cubanos, y los hispanos del Caribe, Centro y Suramerica, y Espana = We...the Mexican Americans, the Puerto Ricans, the Cubans, and the Hispanos from Other Countries in the Caribbean, Central and South America, and from Spain...
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Apr 85
NOTE- 25p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 20402.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Census Figures; Comparative Analysis; Cubans; Educational Attainment; Employment Patterns; Family Characteristics; Futures (of Society); Graphs; *Hispanic Americans; Income; Latin Americans; Mexican Americans; Multilingual Materials; Photographs; Place of Residence; *Population Growth; *Population Trends; Puerto Ricans; *Socioeconomic Background; Tables (Data); Voting
IDENTIFIERS- *United States

Statistical tables, graphs, and photographs accompany this narrative summary that highlights 1980 census information abut Hispanics in the United States and emphasizes Hispanic progress since the 1970 census. Comparisons are made between 1970 and 1980 census information and between Hispanics and the total United States population. Text is presented in Spanish and English on facing pages, and tables and graphs are labeled in both languages. Broad topics are population growth and distribution, population age, family characteristics, education, voter participation, and future trends. Hispanic population growth is reported as having increased by 61% from 1970, up to a total of 14.6 million or 6.4% of the total population. Tables show Spanish-origin persons by race and by four Hispanic groups--Mexican, Puerto Rican, Cuban, and other Spanish. Census data are cited showing that in comparison to the total population the Hispanic population is substantially younger, has fewer years of schooling, is more likely to be unemployed, and is less likely to vote. Progress since the 1970 census is noted for percentage of high school graduates and for women's educational attainment. Discussion of future trends includes prediction of continued population growth and the need for jobs and appropriate education. (JHZ)

ED 269 225 SE 046 534

Metric Practice Guide for Teachers. Based on Accepted Canadian Standards.
Alberta Dept. of Education, Edmonton.; Alberta Government Services, Edmonton. Metric Branch.
PUB DATE- 15 Nov 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Education; Mathematics Instruction; *Measurement; *Metric System; Reference Materials; *Science Education; Science Instruction
IDENTIFIERS- Alberta

Information is provided on current metric practices accepted by the Standards Council of Canada. Rules and examples are given for using units, symbols, and numerals. A table of metric prefixes; a list of units, prefixes and symbols; and a summary of commonly used units are provided. Interrelationships among units are noted. Information on numerical dating and a 24-hour timekeeping system is also provided. (MNS)

ED 269 226 SE 046 535

Maddux, Hilary C., Ed.
The Challenge of the Unknown. Teaching Guide.
American Association for the Advancement of Science, Washington, D.C.
SPONS. AGENCY- Phillips Petroleum Company, Bartlesville, Okla.
REPORT NO.- ISBN-0-393-95536-2
PUB DATE- 86
NOTE- 287p.
AVAILABLE FROM- W.W. Norton and Company, Inc., 500 Fifth Ave., New York, NY 10110 ($6.00). The accompanying film series is available from Karol Media, 22 Riverside Drive, Wayne, NJ 07470-3191 ($80.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Humor; *Instructional Films; Instructional Materials; Learning Activities; *Mathematical Applications; Mathematical Enrichment; *Mathematics Education; Motivation; *Problem Solving; Student Attitudes; Teaching Methods
IDENTIFIERS- *Challenge of the Unknown (Film)

This teaching guide accompanies the film series "Challenge of the Unknown," which focuses on problem solving in the real world. The guide is designed to bridge the gap between the concepts presented in the films and their classroom applications, by answering teachers' questions and needs and providing a variety of possible activities. Seven chapters, each corresponding to one of the films, concern orienteering, information, restatement, outcomes, management, estimation, and argument. Chapters contain sections, each developing differing aspects of the film. The first part of each chapter is a preview defining and explaining the problem-solving ideas covered. A fact sheet, a classroom discussion situation, a brief rationale, and a group of short exercises for getting started are included in this part. The second section, on problem creating, provides sample student-teacher dialogues, problem ideas from the film, and student problems. In the next section, the focus is on material in the films themselves, with answers to some questions and attention to some areas in which curiosity might be channeled in the classrooms. Each chapter closes with a selection of exercises related to the skill being addressed in the film. A bibliography is included. (MNS)

Veerman, Philip E.
The Rights of the Child Today and in the Time of Janusz Korczak.
PUB DATE- 20 Jun 85
NOTE- 13p.; Paper presented at the International Conference on the Training of Educators (Kibbutz Shefayim, Israel, June 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Advocacy; *Childhood Needs; *Childrens Rights; Global Approach; History; Participation; Social Change; *Social Influences; *Young Children
IDENTIFIERS- *Korczak (Janusz); United Nations

The United Nations' Convention on the Rights of the Child is a major achievement in the struggle to extend human rights to children. Its antecedents include the efforts of Dan Mulock Houwer, Eglantyne Jebb, Gustave Ador, and the work and words of Janusz Korczak (pioneer in residential care and director of an orphanage in Warsaw between 1912 and 1942), whose writings can be of great help in understanding children's emotional lives. Of historical importance is Korczak's fresh look at the concept of childhood in which the similarity of children, particularly adolescents, and adults is emphasized. In contrast, children today as a whole are seen as having unique characteristics. A broad historical view suggests that, whereas economic prosperity freed Western youth from the duty to participate as adults in society, but now Western youth, sometimes for economic reasons, are excluded completely from participation in society. Today many children and adolescents want to participate more in society on an equal basis with adults. For example, youth in Holland recently formulated a constitution for schools and presented it to the Minister of Education and Sciences. Currently, hopeful and terrible signs simultaneously indicate that the condition of the world's children is both improving and deteriorating. In view of the problems Africa's children face, more voices demanding children's rights must be heard. Three pages of references conclude the document. (RH)

ED 269 241 SE 046 557

Tamir, Pinchas

Achievement of Jewish and Arab Students Who Studied Inquiry Oriented Curriculum for Several Years.

PUB DATE- 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Arabs; *Biology; Cognitive Measurement; Ethnic Groups; *Jews; Science Education; Secondary Education; *Secondary School Science; Sex Differences; *Student Evaluation
IDENTIFIERS- *Israel; Science Education Research

The study compares the achievement of Jewish and Arab students in the high school biology matriculation examinations in Israel with special reference to differences between boys and girls. While Jewish and Arab students follow the same syllabus and take identical matriculation examinations, significant differences exist in learning and achievement patterns. Major differences reported include: (1) girl:boy ratio of Jewish biology majors is 3:1 compared with 1:1 for the Arab biology majors; (2) Arab and Jewish girls achieve generally as well as boys; (3) Jewish students achieve better especially on tasks which require higher cognitive abilities; (4) Arab student have, on the average, more difficulty in handling multiple choice items; (5) the differences between Jewish and Arab students in paper and pencil tests are substantially larger than those obtained in practical laboratory tests; and (6) the gap between Jewish and Arab students appears to be closing especially in tasks which require either lower cognitive abilities or simple process laboratory skills. Possible reasons for the differences found and trends identified are discussed. (Author/ML)

ED 269 256 SE 046 575

Grew, Priscilla C.

New Directions for Intervention: Report from the National Science Foundation Committee on Equal Opportunities in Science and Technology.

PUB DATE- Apr 86
NOTE- 23p.; Paper presented as part of a symposium at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Careers; *Employed Women; Engineering; Equal Opportunities (Jobs); Females; Higher Education; Promotion (Occupational); *Researchers; *Science Careers; Science Education; *Scientists; *Sex Fairness
IDENTIFIERS- *National Science Foundation

Conditions and elements that affect women's participation in the sciences and career advancement opportunities are examined in this report. A review of the status of women scientists as well as descriptions of strategies for increasing participation in the sciences are presented. In the status reports, gender-stereotyped career expectations and the differential treatment of women in the work force were identified as major impediments to participation in science and technology related fields. The differential treatment of women was believed to be the most serious violation of the principle of equality of opportunity. Two major intervention programs have been designed and are being monitored by the National Science Foundation (NSF). These are: (1) the "Research Opportunities for Women Scientists and Engineers" (ROW) program which awards grants to women who have not previously been principal investigators on NSF grants, or who are reentering the research community after a period of absence; and (2) the "Visiting Professorships for Women" (VPW) program which enables the scientist to conduct advanced research at a host institution and also undertake lecturing, counseling and other activities to increase visibility and to provide encouragement for other women. Eligibility requirements and status reviews for each of the programs are discussed. (ML)

Cargas, Harry James
The Holocaust: An Annotated Bibliography. Second Edition.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-0433-5
PUB DATE- 85
NOTE- 196p.
AVAILABLE FROM- American Library Association Publishing Services, 50 East Huron Street, Chicago, IL 60611 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Anti Semitism; Filmographies; Higher Education; High Schools; *International Crimes; Jews; *Nazism; Primary Sources; Religious Discrimination; War; World History
IDENTIFIERS- *Genocide; *Holocaust; World War II

Approximately 500 titles about the Holocaust are presented from many fields: history, philosophy, religion, political science, psychiatry, fiction, and the arts. The bibliography encompasses all aspects of Holocaust scholarship, from the rise of Nazism to studies of survivors' offspring. Both primary and secondary sources, including oral histories and photo collections and films, are presented. The book is designed as a tool for upper-level high school students, college students, and the general public. The first fourteen chapters are: Anti-Semitism and the Rise of Nazism, Histories of the Third Reich and the Holocaust, Biographies and Memoirs of Hitler and Other Nazis, Ghetto and Regional Histories, The Camps, Memoirs of the Victims, Jewish Resistance, Assistance and Betrayal in the Nazi-Occupied Territories, International Indifference, Justice, Reflections on the Holocaust, Survivors and the Second Generation, The Arts, and Collections. The final chapter is an essay by Dan Sharon providing guidance for students researching the holocaust. It is followed by lists of reference works, periodicals, and resource centers, and geographic and author/title/subject indexes. (RSL)

ED 269 348 SP 027 144

Heckman, Paul E.
Exploring the Concept of School Renewal: Cultural Differences and Similarities between More and Less Renewing Schools. A Study of Schooling Technical Report No. 33.
California Univ., Santa Barbara. Graduate School of Education.
SPONS. AGENCY- Institute for Development of Educational Activities, Dayton, Ohio.
PUB DATE- 82
NOTE- 164p.; For an abridged version of this document, see ED 214 302.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Institutional Characteristics; Job Satisfaction; *Teacher Administrator Relationship; *Teacher Attitudes; *Teaching Conditions

Data collected on teacher, classroom, and school characteristics from 38 schools participating in "A Study of Schooling" were analyzed to determine some of the cultural variables that separate schools that are more renewing from those which are less renewing. The following constructs emerged: (1) authority and decision making structures; (2) informal organizations; (3) professionalism; (4) climate; (5) support and resources; (6) communication; (7) leadership; (8) goals; (9) roles and status; (10) rewards; (11) participation; (12) problem-solving orientation; and (13) values and beliefs. A subsample of 18 schools was selected for defining a school as "more" or "less" renewing. A cluster analyses produced three sets of variables: personal/demographic focused; school focused; and class/curriculum focused. Discriminant analysis was used to assess the extent to which the sets of contextual variables thought to be the most important in effecting school renewal differentiated among teachers in "more" as compared to those in "less" renewing schools. Findings indicated that school-level variables, more than individual teacher characteristics, are more critical for school change. Seven pages of references conclude the report. (Author/JD)

ED 269 366   SP 027 485

Monks, Robert L.; Proulx, Ernest I.
Legal Basics for Teachers. Fastback 235.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-235-6
PUB DATE- 86
NOTE- 40p.; This publication was sponsored by the Louisville, Kentucky Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Court Litigation; Discipline; Elementary Secondary Education; *Insurance; *Legal Responsibility; Teacher Behavior; *Teacher Responsibility

This fastback presents some basic legal gidelines for teachers, which if observed will minimize the possibility of lawsuits resulting from incidents occurring in school settings. The following topics are covered: (1) basic legal terminology; (2) reporting child abuse; (3) self-defense; (4) possession and use of controlled substances; (5) privileged communication; (6) administering first aid and medication; (7) conducting field trips; (8) locker and personal searches; (9) discipline; (10) trespass of personal property; (11) supervision and liability; and (12) insurance and liability. (JD)

Andrews, Ian H.
An Investigation of the Academic Paradigms Underlying Induction Programmes in Five Countries.
PUB DATE- 20 Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Several figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This study investigated various components of teacher induction programs in five countries: the United States, Canada, Great Britain, Australia, and New Zealand. The purpose of the study was to illuminate the academic programs and organizational structures that should prevail so as to encourage the confluence of preservice and inservice teacher education programs. Academic, governance, and organizational factors in programs in the countries were studied through visits, observations, and literature and research reviews. Five paradigms of teacher induction were observed: (1) "laissez-faire"; (2) collegial; (3) formalized mentor-protege; (4) mandated competency-based; and (5) self-directing professional. The five paradigms and their implications for teacher education are discussed. (CB)

ED 269 032 IR 051 509

Kaston, Carren O., Comp.; Cole, John Y., Ed.
The Community of the Book. A Directory of Selected Organizations and Programs.
Library of Congress, Washington, DC. Center for the Book.
REPORT NO.- ISBN-0-8444-0525-6
PUB DATE- 86
NOTE- 123p.; For 1984 report, "Books in Our Future," see ED 253 243.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Books; Censorship; Directories; *Literacy; *Literacy Education; *National Organizations; National Programs; *Publishing Industry; *Reading Skills; Technological Advancement

This is a selective listing of organizations that promote books and reading, administer literacy projects, and encourage the study of books. Expanding on a brief list of organizations in the 1984 Library of Congress report, Books in Our Future, it focuses on national programs of special interest to the Center for the Book in the Library of Congress. The emphasis is on organizations in the United States, where recently there has been renewed interest in educational reform, in literacy, and in the future of the book. Alphabetically arranged, the entries provide addresses, telephone numbers, and contact persons for the organizations; general descriptions of their purposes; examples of their activities; the names of their publications; and a description of how they are funded. This information is based largely on materials that were provided by the organizations and programs themselves. Shared areas of interest include reading skills (the problem of illiteracy) and reading motivation (the problem of aliteracy); the state of the book industry; books and technology; the potential complementarity of books and the media; censorship; the history of books; and the international role of the book. Publishers, booksellers, librarians, book researchers, scholars, teachers, and writers are among those represented in this directory by a selective listing of their professional associations. An introduction by John Y. Cole entitled "Is There a Community of the Book?" opens the directory. (THC)

ED 269 072 JC 860 216

Parrott, Marietta
Remedial Education at College of the Sequoias (1978-1981).
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Mar 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Courses; *Developmental Studies Programs; Enrollment Trends; *Program Costs; Remedial Mathematics; *Remedial Programs; Two Year Colleges

In 1982, the California Postsecondary Education Commission conducted a statewide survey of remedial education in California's community colleges for the 3-year period, 1978-79, 1979-80, and 1980-81. College of the Sequoias's (COS's) response to this survey included the following information: (1) COS offered 6 remedial reading courses, 4 remedial writing courses, 14 remedial math courses, 1 English as a second language course, 3 remedial support courses, and 3 special programs; (2) entrance test scores of entering freshmen in 1980-81 showed an estimated 32% reading below the 6th grade level, 25% reading between the 6th and 9th grade levels, and 30% reading between the 10th and 11th grade levels; (3) the total number of students enrolled in remedial English courses increased from 37% of the enrollment in all English courses in 1978-79 to 54% in 1980-81; (4) in 1980-81, remedial courses comprised 36% of all English course offerings and 50% of all math course offerings; (5) of the total enrollment of 2,612 students in math courses, 65% were enrolled in remedial work; (6) expenditures on remedial courses and services increased by 45% from $544,615 in 1978-79 to $790,671 in 1980-81, representing 7% of the total operating budget of COS; and (7) 66% of the remedial reading sections were taught by the English Department and 34% by the Learning Assistance Center. (AYC)

ED 269 087 JC 860 236

Alternative Methods for Funding Community College Capital Outlay. A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CPEC-85-42

PUB DATE- Dec 85

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Community Colleges; Construction Costs; *Educational Finance; Facility Improvement; *Facility Planning; *Financial Policy; Financial Support; Resource Allocation; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

In response to legislative mandate, this report on current methods used to fund capital outlay projects in the California community colleges discusses the major problems with existing funding methods, analyzes various alternatives for improving these methods, and offers recommendations for legislative approval. Part 1 of the report traces the history of capital outlay funding in the community colleges, describing the major legislation that established the present system of capital outlay review. Part 2 describes five problems with the state's present method of funding community college construction, while part 3 analyzes seven different alternatives to the present system. Finally, part 4 proposes principles that should guide selection of specific methods; offers conclusions about the present system, and presents the following recommendations: (1) the state's method of funding capital outlay in the community colleges should be considered by the legislature and the Governor as part of a comprehensive approach to make the overall finance system of these institutions more congruent with their governance structure; (2) some funds beyond those provided in the state's project-by-project review should be allocated as a "block grant"; and (3) the Chancellor's Office should develop a formula to distribute these grants in ways that would take into account the size of all districts, their relative needs for campus construction, and other factors that would assess campuses' needs for additional capital outlay. (RO)

ED 269 101 JC 860 251

Bridges, Jean Bolen

Honors Composition: A Possible Alternative in the Two-Year College.

PUB DATE- Mar 86

NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academically Gifted; *Honors Curriculum; Two Year Colleges; Writing (Composition); *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research

Since 1975, an honors course in freshman composition has been offered at Emanuel County Junior College (ECJC), a unit of the University System of Georgia, for academically superior students whose needs may not be met by the standard curriculum. The process of identifying honors students involves screening entering students to identify those who score significantly higher than the majority on the Basic Skills Examination in both reading and writing, who write a satisfactory essay, and who have high Scholastic Aptitude Test scores. Interviews are conducted with the identified students to determine whether the honors course is appropriate for them. The central objective of the course is to develop students' ability to write coherently and logically through practice in four modes of discourse in autobiographical and biographical papers. Drawing from James Moffett's "Teaching the Universe of Discourse," the course includes units in autobiography and journal writing; biography and exposition; and argumentation. The texts for this course, two autobiographies and three biographies, were chosen to illustrate the different modes of discourse, as well as to be interesting, informative, and stimulating readings. To measure the growth of writing skills which occurs during this course, three instructors holistically grade the first and last essays written in the class using a dichotomous scale. Measured gains in writing skills, along with positive student evaluations of the course and high retention rates, provide evidence of the success of the course in countering boredom and challenging the verbally superior student. (RO)

ED 269 157 PS 015 814

Sleator, Esther K.
Infectious Diseases in Day Care.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 122p.
CONTRACT- 400-83-0021

AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Cat. No. 199, $8.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communicable Diseases; *Day Care; *Disease Control; Disease Incidence; Early Childhood Education; Guidelines; Immunization Programs
IDENTIFIERS- Acquired Immune Deficiency Syndrome; Childhood Illnesses; Gastrointestinal Diseases; Respiratory Diseases; Skin Infections

Discussed in this publication are infectious illnesses for which children attending day care appear to be at special risk. Also covered are the common cold, some infectious disease problems receiving media attention, and some other annoying but not serious diseases, such as head lice, pinworms, and contagious skin conditions. Causes, characteristics, symptoms, treatment, prophylaxis, and/or seriousness of diseases, as well as public attitudes toward them, are discussed. Focusing on respiratory diseases, chapter I describes acute upper respiratory illnesses (common cold), streptococcus sore throat, otitis media with effusion (OME), Hemophilus influenzae Type B disease (HiB), meningococcal meningitis, and tuberculosis. Chapter II concerns gastrointestinal infectious diseases, including hepatitis A, shigellosis, giardiasis, and rotavirus infection. Infections of the skin are described in chapter III. These include impetigo, fungus infections, ringworm of the scalp and body, scabies, and cold sores (herpes labialis). Other illnesses of special significance in day care are described in chapter IV: cytomegalovirus (CMV) infection, chicken pox, head lice, pinworms, and Acquired Immune Deficiency Syndrome (AIDS). Chapter V discusses immunization for diptheria/whooping cough/tetanus, the safety of immunization, and vaccination for measles (rubeola) and German measles (rubella). Chapter VI suggests guidelines for dealing with communicable diseases. (RH)

ED 269 272 SE 046 591

Romberg, Thomas A.; And Others

Classroom Learning: Results from Observations - Sandy Bay Study. Working Paper No. 326.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 54p.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Addition; Classroom Observation Techniques; Cognitive Processes; Cross Sectional Studies; Educational Research;

Elementary Education; *Elementary School Mathematics; Foreign Countries; *Mathematics Instruction; Observation; *Student Behavior; Subtraction; *Teacher Behavior; *Time Factors (Learning); *Time on Task
IDENTIFIERS- Australia; *Mathematics Education Research

Data are reported for the classroom observational portion of a cross-sectional study conducted in Tasmania, Australia to examine the acquisition and development of addition and subtraction skills in young children. During the study, a group of students in grades 1, 2, and 3 who differed in cognitive processing skills were observed during mathematics instruction. Frequencies of teacher and pupil behaviors observed in each of five classrooms during a period of three months in 1980 are reported, as well as a brief discussion of results. From these data, it can be concluded that variations in allocated time are due not to differences in cognitive level of children but to difference in the actions of teachers, school policy and procedures, or grade level of instruction. (MNS)

ED 269 287 SO 017 015

Hodkinson, Steve
Towards Economics in an Entitlement Curriculum.
PUB DATE- Mar 85
NOTE- 13p.; In: Economics Education: Research and Development Issues. Steve Hodkinson and David J. Whitehead, eds. Paper presented at the International Research Seminar held at the University of London (London, England, July 30-August 1, 1985). Published by Longman Group, Ltd. Essex, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Basic Skills; Course Descriptions; Curriculum Development; *Economics Education; Educational Needs; *Educational Trends; Secondary Education; *Teacher Education
IDENTIFIERS- United Kingdom

Three aspects of problems, issues, and questions facing curriculum development teams, local authority advisors, and teacher trainers interested in helping teachers in the United Kingdom (UK) construct and shape an effective economics curriculum are examined. First, in an investigation of the curriculum context dimension, the paper predicts that the 1990's will see all young people in the UK receiving an economics education as part of their general education. Although what form(s) it will take and in what stages it will occur remain far from clear, it will be the decision of schools themselves that will frame the research questions and responses of curriculum developers and economics educators to the curriculum context problem. Second, in an examination of economic literacy, the paper considers how existing work in the UK on the nature of economic literacy will assist teachers in judging whether their 16-year old students are economically literate and whether or not their economics curriculum is 'of a worthwhile scale.' Third, the teacher training dimension of economics education is considered including implications for teacher training, the extent to which the needs of existing and future teachers are being met, and the relevancy of current initiatives. (LH)

ED 269 318 SO 017 115

Social Studies Curriculum Guide: Grade 2.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-2
PUB DATE- Apr 84
NOTE- 73p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Citizenship Education; Communications; *Community Characteristics; Concept Formation; Curriculum Guides; Environmental Education; Grade 2; Law Related Education; Laws; Learning Activities; *Neighborhoods; Outcomes of Education; Primary Education; Sequential Approach; Skill Development; *Social Studies; Transportation; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade two in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade two, neighborhoods, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. Holidays and special events which might be covered in class are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade two, the areas of study covered are: characteristics of neighborhoods, neighborhoods depend on one another, physical environment, cultural environment, laws and rules, transportation, communications, changes, and problems of a community. A final section lists extra activities. (LP)

ED 269 333 SO 017 144

Garmulewicz, Liza Ireland

Social Studies: A Crucial Component of Holistic Environmental Education.

PUB DATE- 7 Mar 86
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; *Curriculum Design; *Curriculum Development; Educational Methods; Elementary Secondary Education; *Environmental Education; *Holistic Approach; Social Studies
IDENTIFIERS- Environmental Education Research

Environmental education ideally involves a holistic integration of all school subjects, but in reality the curriculum structure is very segmented. Traditional approaches to the study of environmental degradation have not recognized the interrelatedness of the system: problems in the biosphere have been addressed from the perspective of the sciences; reasons for these problems have been dealt with from the perspective of the humanities. These specialized perspectives are too isolated. They need to be integrated into a holistic system that fosters an intuitive sense of the behavior of the whole system. The set of environmental education guidelines for pedagogy, content and structure offered in this paper emphasizes awareness, knowledge, and skills, and provides a procedural framework that can help students move from the initial stages of awareness to action based on sound environemtnal attitudes. (BZ)

ED 269 384 SP 027 540

Brophy, Jere
Socializing Student Motivation to Learn. Research Series No. 169.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 50p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($4.50).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; Elementary Secondary Education; *Learning Strategies; *Socialization; *Student Motivation; *Teaching Methods

This paper describes conceptual development and empirical research on student motivation to learn. It defines student motivation to learn as both a generalized trait and a situation specific state, and distinguishes it from related but different motivational conceptions that have less direct bearing on issues surrounding motivating student learning in classroom situations. It then reviews research indicating that little evidence of motivation to learn is observed in most classrooms and that this may be because teachers have not been made aware of the need to stimulate such motivation to learn through systematic socializing of their students, nor have they been armed with strategies for doing so. Finally, it describes the rationale and design of an ongoing experiment on this topic and presents the 13 strategies for stimulating student motivation to learn and 11 strategies for capitalizing on students' existing intrinsic motivation that are being recommended to teachers and that form the treatment in this experiment. (Author)

ED 269 416 TM 860 158

The Entry Level Mathematics (ELM) Examination in the California State University. A Report of the First Year: 1983-84.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

PUB DATE- Mar 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Degree Requirements; Diagnostic Tests; Evaluation Methods; Higher Education; Mathematics Skills; *Mathematics Tests; *Minimum Competency Testing; Program Evaluation; Scores; Tables (Data); Test Construction; *Testing Programs; *Test Results; Transfer Students
IDENTIFIERS- *California State Universities and Colleges; *Entry Level Mathematics Examination

In May 1983 the California State University (CSU) introduced the Entry-Level Mathematics (ELM) examination as part of its basic skills assessment process for first-time freshmen and undergraduate transfers. The exam is intended to provide students and counselors with information on the levels of mathematical competency possessed by entering students. For any student who is not exempt from the testing program, a satisfactory score on the exam is a prerequisite for enrollment in any course which satisfies the quantitative reasoning requirement of the CSU General Education-Breadth program. The ELM exam is a multiple-choice test with 65 questions, of which 60 items are scored. There are approximately 12 questions covering arithmetic, 36 questions in elementary algebra skills, and 12 questions in geometric measurements. This report offers an overview of the first year of the testing program. It provides background on the history, nature, and purpose of the ELM exam generally; reviews procedures and data related to test development, administration, performance, and evaluation; and discusses some of the broader implications of the testing program. Extensive appendices offer more detailed information on issues or data mentioned in the text. (LMO)

ED 269 430 TM 860 260

Green, Kathy E.; Stager, Susan F.

Effects of Training, Grade Level, and Subject Taught on the Types of Tests and Test Items Used by Teachers.

SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Elementary School Teachers; Elementary Secondary Education; *Instructional Program Divisions; *Measurement Techniques; Multivariate Analysis; Secondary School Teachers; *Teacher Education; Test Construction; *Test Format; *Test Items; Test Use
IDENTIFIERS- Wyoming

Teachers' use of classroom tests and test items was examined by level of teacher training in tests and measurement, grade taught and subject area taught. A survey form was developed that contained questions about training in tests and measurement, subject areas and grades taught, from what source test items were taken, hours spent in testing-related activities, the percent of students' grades based on test scores, use of six types of test items, and use of five types of tests. A random sample of 555 practicing elementary and secondary Wyoming teachers participated (81 percent response rate)--a sample size adequate for analyses by grade level. Mean frequency of test and item use was calculated by amount of training, by grade level, and by content area. The significance of differences in usage were assessed using multivariate analysis of variance followed by univariate tests. The results of significance tests indicate that there are clear differences in testing techniques used by teachers at different grade levels in different subjects. Differences in test use were found between teachers with two or more tests and measurement courses and teachers with no coursework or one course. (PN)

ED 269 046 JC 860 169

Hartleb, David

The University College at Age Twenty-Five.

Cincinnati Univ., Ohio. Univ. Coll.

PUB DATE- Mar 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Programs; *College Role; Developmental Studies Programs; Enrollment Trends; *Institutional Characteristics; Program Evaluation; Self Evaluation (Groups); Student Personnel Services; Transfer Programs; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *University of Cincinnati OH University College

In recognition of the 25th anniversary of University College (UC), the first public two-year college in Ohio, this report presents an overview of the history and contributions of the college; a description of its students, student services, technical and transfer programs, developmental education programs, and community relations; and a discussion of issues for the future. Section 1 provides an introduction to the report; section 2 offers information on UC's heterogeneous student body, including an examination of students' academic preparation, enrollment trends, and student demographics. Section 3 discusses support services for students, such as counseling, orientation, career planning, and placement services provided by the Student Services Division, and other support services offered by the Center for Developmental Education, the Computer Assisted Instruction laboratory, and the Faculty Advising Resource Center. Section 4 highlights the technical programs offered by UC, their impact on the curriculum, problems of financing and enrollment, and the need for planning. Section 5 reports on the transfer programs, their curricular problems, the grade point averages of their students, and their rates of success. Section 6 focuses on UC's considerable investment in developmental education, underscoring the importance of having developmental education integrated with other academic departments. In section 7, UC's relations with the community are explored, highlighting efforts to provide retraining and educational service to business and industry. Finally, section 8 details issues for the future, including those related to institutional values, image, and enrollments. (RO)

ED 269 059 JC 860 203

Results of the New Jersey College Basic Skills Placement Testing. Fall, 1985.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 21 Mar 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Basic Skills; College Freshmen; Higher Education; Private Colleges; Public Education; *Screening Tests; *State Programs; State Universities; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *New Jersey

The New Jersey College Basic Skills Placement Test (NJCBSPT) is administered in a new form each year to all entering freshmen in New Jersey public colleges and 12 participating independent colleges. The NJCBSPT was taken by 44,344 students from March through December 1985. Test results revealed the following: (1) 26% were proficient in verbal skills, 32% in computation skills, and 12% in elementary algebra; (2) 34% of the students lacked proficiency in verbal skills, 44% in computation skills, and 59% in elementary algebra; (3) higher percentages of the recent high school graduates appeared to be proficient in each area than the test group as a whole; (4) the four-year state colleges and the university sectors traditionally enrolled better prepared students than the open-admission county colleges; and (5) over the past several years, while NJCBSPT results have remained fairly constant, Scholastic Aptitude Test (SAT) scores have begun to increase after declining for two decades. While efforts have been initiated in New Jersey to strengthen the preparation of new high school graduates, two demographic factors will have a negative effect on the basic skills problem in the more immediate future. First, colleges are increasingly recruiting students from an older, nontraditional population, who typically have greater remediation needs than recent high school freshmen. Second, an increase is anticipated in the proportion of linguistically diverse students in future freshman classes. (AYC)

ED 269 114 JC 860 267

Needham, Robbie Lee
Are Communications Technologies in Education a Threat to Faculty? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 6p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; College Instruction; Community Colleges; *Computers; *Educational Change; *Educational Technology; Faculty Development; *Individualized Instruction; Professional Development; *Teacher Role; Two Year Colleges

Communications technologies have the potential to transform the educational process. In the community college context, these technologies have the power to change the the roles of faculty. On one hand, these changes might mean a reduction in the number and status of teachers. On the other hand, communications technologies may afford teachers greater opportunities for role differentiation and specialization. Another change made possible by the introduction of new technologies has been an upset of traditional power relationships in the learning process, with teachers relinquishing authority and students assuming more control over their own learning. Communications technologies also allow for much greater individualization of learning, permitting students to progress at their own speed and freeing teachers from repetitious analysis and prescription. As educators realize the potential of computers for innovation in education, many possibilities for enhancing student learning arise: (1) computers can create realistic models and involve students in real-world computer applications; (2) throughout the college, students are using the computer as a tool to analyze data, draft and revise sketches, perform laboratory experiments, or draft and revise reports; and (3) individualized instruction is available via computers in public libraries, video outlets, and electronic universities, diffusing higher education's monopoly on learning beyond high school. A final area in which communications technologies can affect the educational process lies in their potential for furthering the professional development of faculty. Realizing this potential requires that administrators and policymakers help faculty develop new skills through planning and allocating adequate resources for computer skills and courseware development. Perhaps technology's primary gift to community college faculty is the demand that they look again at the essentials of teaching and learning. (RO)

ED 269 142 PS 015 766

Perez, Mary Ann
The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten.
PUB DATE- Jun 85
NOTE- 47p.; Practicum Report, Nova University. Paper presented at the Annual Training Conference of the National Head Start Association (13th, Portland, OR, April 1-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Kindergarten; Motivation; *Parent Participation; *Parent Workshops; Primary Education; *Teacher Workshops; Training
IDENTIFIERS- *Continuity; *Project Head Start

The goal of this practicum was to continue parent classroom participation from Head Start to kindergarten. Questionnaire data indicated that, while 27 percent of parents volunteer regularly in Head Start, only 8 percent volunteer regularly in kindergarten. To increase parent participation in kindergarten, Head Start parents and kindergarten teachers attended workshops designed to train and motivate participants to work effectively together. Objectives of the practicum were met: Head Start parents and kindergarten teachers made a written commitment to increase parent participation in the kindergarten classroom. Appended are (1) the parents' questionnaire; (2) the kindergarten teachers' questionnaire; (3) a checklist of ways parents can participate in the kindergarten classroom; (4) a form assessing kindergarten teachers' intentions regarding parent participation; (5) a questionnaire for former Head Start parents with children currently in kindergarten; (6) findings; (7) suggestions for increasing parent participation in kindergarten; (8) and a school readiness checklist. (Author/RH)

ED 269 172 PS 015 844

Howes, Carollee
Peer Preferences in Toddlerhood: Influences of Friendship and Activity Context.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Care Centers; Early Childhood Education; *Friendship; *Peer Relationship; *Play; Sex Differences; Sex Role; Social Behavior; *Socialization; *Toddlers
IDENTIFIERS- *Cross Sex Interaction; *Same Sex Peers

Are children's same-sex affiliations due to genetically sex-linked behavioral tendencies or are they a result of power and privilege differentials in the larger society that discourage girls from engaging in cross-sex interaction? Sex cleavages in naturally occurring toddler peer groups were investigated by examining playmate preferences and differential initiations and responses within activity contexts and to friends. Three types of initiations and their responses were examined during the free play of 46 toddler-age children in the three Los Angeles day care centers. The three nonspecific friendly initiations, and agonistic initiations. The findings replicate the results of earlier studies suggesting that toddler-age children prefer same-sex playmates. Boys were more likely tc ignore or refuse girls' initiations when the initiations took the form of specific requests to play a game rather than a more general approach. These findings support the hypothesis that sex cleavages within very young peer groups are based on differential socialization experiences of boys and girls rather than on sex-linked behavior tendencies. (Author/DR)

RC

ED 269 185 RC 015 686

Hall, William D.

Gallatin History Past to Present: A Multi-Age, Integrated Subjects Curriculum Unit.

Gallatin County Superintendent of Schools, Bozeman, MT.; Montana State Univ., Bozeman. Coll. of Education.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Sep 85
NOTE- 794p.; For related documents, see RC 015 683-685. some charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Core Curriculum; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; *Lesson Plans; *Local History; Multigraded Classes; Rural Development; Rural Education; Small Schools; Social Studies; Teacher Developed Materials; *Thematic Approach; *Units of Study
IDENTIFIERS- *Montana (Gallatin County); Rural Schools Integrated Curricula Project MT

The thematic, integrated subject curriculum presented in this comprehensive teacher's guide is based on a study of Gallatin County's local history and is intended to enrich students' perceptions of their rural Montana culture, heritage, and environment, and provide them with a knowledge base for decision making about the future. Introductory material describes teacher involvement in the curriculum development process and gives the rationale for teaching the unit. Part 2 lists sub-units of the original theme organized by grade level as follows: wildlife, shelter--K-1; agriculture, ethnic backgrounds--2; folk lore, timber--3; early explorers, ranching--4; railroads, cities and towns--5; government, life styles--6; ecology, recreation--7; geography, Native Americans--8; education--K-8. Parts 3 and 4 list 18 broad goals for the program and outline specific types of activities to be developed in lesson plans. Activities are listed by sub-unit for each grade level under the subject headings of reading, language arts, mathematics, science, social science, art, music, and health/physical education. Part 5, the bulk of the guide, provides lesson plans that designate behavioral objectives, procedures to follow, and materials needed. Parts 6-8 contain appropriate vocabulary to be taught for each sub-unit, a guide to available human and material resources, and a sample format for assessing student performance on specific objectives. (JHZ)

ED 269 199 RC 015 702

Gardener, Clark Edward
The Instructional and Noninstructional Duties of Public Elementary School Teachers in the Very Small, Small, and Medium Districts in Montana.
PUB DATE- May 86
NOTE- 207p.; Ed.D. Dissertation, New Mexico STate University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Multigraded Classes; *Noninstructional Responsibility; Public Schools; Questionnaires; Rural Education; Rural Schools; School Administration; *School District Size; *Small Schools; *Teacher Responsibility; Teacher Role; *Teaching Load
IDENTIFIERS- *Montana

Questionnaires completed by 374 teachers were used to determine differences in the instructional and noninstructional responsibilities of elementary teachers in very small, small, and medium school districts in Montana. Questions about instructional duties related to number of courses and grade levels taught, pupil/teacher ratio, teacher role in curriculum development, availability of specialists and administrative supervision, and clock hours spent in teaching and in-service training. Questions about noninstructional duties related to supervision of students and various administrative tasks. Data were analyzed using gamma to measure the association between school district size and the duty performed and were further analyzed to determine the duties performed more often by teachers in very small school districts as compared to teachers in small school districts. A comparison of duties of teachers in small and medium school districts was also made. Teachers in very small school districts were found to perform more instructional and noninstructional duties than either small or medium district teachers. Likewise, teachers in small districts performed more of the duties than teachers in medium districts. The majority of the differences were accountable between the duties reported to be performed by teachers in the very small and small districts. (JHZ)

ED 269 212 RC 015 730

An American Indian Development Finance Institution. A Compendium of Papers Submitted to the Select Committee on Indian Affairs of the United States Senate (April, 1986).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 86
NOTE- 327p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - General (020)
DESCRIPTORS- *American Indian Reservations; American Indians; Anthologies; Change Strategies; Cost Effectiveness; *Economic Development; Economic Opportunities; *Federal Indian Relationship; Federal Legislation; *Finance Reform; *Financial Problems; Program Evaluation; Tax Effort; Taxes; *Tribal Sovereignty; Tribes
IDENTIFIERS- Congress 99th

These papers provide indepth analyses of barriers to and proposals for economic development on Indian reservations. The collection is a follow through to April 29, 1982 hearings of the Select Committee on Indian Affairs of the United States Senate. Alan R. Parker and Charles Trimble survey Indian economic development issues including the federal role, tribal experience, legal questions of development, and capital and financing issues as well as listing relevant federal assistance programs. Eric D. Eberhard examines the American Indian Development Finance Corporation in the context of federal Indian law. Eric Natwig describes institutional barriers to financing development projects in Indian country and establishes the need for an independent development finance institution. Ronald L. Trosper estimates capital needs for an American Indian Development Finance Corporation. Lorraine Turner Ruffing discusses initiatives in development finance including domestic and international programs and institutions. A second paper by Trosper offers guidelines for project evaluation on reservations, applying cost-benefit analysis and social accounting matrices to four hypothetical projects. Reka Potgieter Hoff discusses tribal taxation and economic development. Tables and explanatory notes accompany the papers. (LFL)

ED 269 242 SE 046 558

Feher, Elsa
Conceptions of Light and Vision: From the Naive to the Expert.
PUB DATE- 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (Atlanta, GA, January 27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Comprehension; *Concept Formation; Elementary Education; Elementary School Students; *Light; *Misconceptions; Preservice Teacher Education; *Science Education; *Science Instruction; *Vision

This paper examines work in eliciting conceptions of light and vision that are held by naive learners and about some promising instructional strategies that emerge from this work. Naive learners are defined as subjects that have not had formal exposure to the physics of light, particularly elementary school children who were interviewed in the informal setting of an interactive museum and prospective elementary school teachers in a college science class. Sections of the paper discuss: (1) historical aspects of explanations dealing with visual phenomena; (2) children's conceptions which were elicited during their experiences with museum exhibits (focusing on intermittent and extended light sources); (3) research strategies used to identify children's preconceptions; and (4) a four-step prescription for teaching. This prescription (which involves eliciting, confronting, engaging, and extending) is used with portable, easy-to-make versions of exhibits which are taken to children's workshops and to college classes for preservice teachers. (JN)

ED 269 257 SE 046 576

Elliott, David L.; Nagel, Kathleen Carter
"Scientific Illiteracy" in Elementary Science Textbook Programs.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Instructional Materials; *Science Curriculum; Science Education; *Science Materials; *Scientific Literacy; *Textbook Content; Textbook Evaluation; *Textbooks
IDENTIFIERS- Science Education Research

The characteristics and components of scientific literacy are reviewed and analyzed in this report. Perspectives are given on textbook use, content, emphases and applications of the dimensions of scientific literacy. The distinctive features of the curriculum reform projects of the 1960's and 1970's are also discussed and their impacts are assessed. A report follows of an investigation that asssessed the extent to which recently published textbooks (1984 to 1986) appeared to promote scientific literacy. Nine elementary science (K-6) textbook series and one non-textbook program were analyzed. Areas reviewed include: (1) science topic coverage; (2) the nature and methods of science; (3) science, technology, and society; (4) content organization; and (5) teaching and learning activities. An examination of the programs indicates that although the programs cover science content, they do not promote or encourage the development of scientific thinking or attitudes nor do they engage students in applying the cognitive processes that are basic to understanding the content covered. (ML)

ED 269 302 SO 017 093

Parker, Franklin
Visitor Reports about Chinese Schools: Annotated Bibliography.
PUB DATE- 86
NOTE- 22p.; For related documents, see SO 017 094-095 and SO 017 098.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communism; *Comparative Education; *Educational Policy; *Foreign Countries; Politics of Education; Role of Education
IDENTIFIERS- *China; *Cultural Revolution (China)

An annotated bibliography of 77 books, journal articles, congressional reports, and conference papers all based on visits to Chinese schools by U.S. and British visitors including professional educators, teachers, government officials, historians, and lay citizens is presented. A wide range of entries includes specialized, scholarly journals and books, newsletters, popular press magazines, and congressional reports. Most of the cited works have been published since 1972 and review the impact of Maoist thought and especially the Cultural Revolution on national educational policy. (CFR)

ED 269 349 SP 027 160

Mack, Richard Wayne
Are Methods of Enhancing Creativity Being Taught in Teacher Education Programs as Perceived by Teacher Educators and Student Teachers?
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Creative Development; *Creative Teaching; Education Majors; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; *Teacher Attitudes; *Teacher Education Programs; *Teacher Educators

A study tested the general proposition that, although professors of education courses possess knowledge concerning the concepts of creativity, little of that knowledge is passed on to undergraduate students. Ten colleges and universities in Washington and Idaho with teacher education programs were selected for the study. A total of 62 teacher educators and 388 student teachers were polled by questionnaires. Results indicated that both teacher educators and student teachers thought that enhancing creativity in children was an important topic to include in teacher education programs. However, both groups felt that it was not being taught to any great extent in the programs. Although many of the teacher educators rated their own teaching styles as being more divergent than convergent in nature, many of the student teachers indicated that no classes they had taken had been taught in a creative manner. (CB)

ED 269 367 SP 027 489

Williford, H. N.; Barksdale, J. M.

Physical Fitness of University Faculty Members.

PUB DATE- 83
NOTE- 19p.; Paper presented at the Annual Conference of the Alabama State Association of Health and Physical Education (Birmingham, AL).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cardiovascular System; *College Faculty; *Heart Disorders; Physical Activities; Physical Activity Level; *Physical Fitness; *Sex Differences
IDENTIFIERS- Plasma Lipoproteins

The purpose of this investigation was to compare physical activity, aerobic fitness, and selected coronary heart disease risk factors in 27 male and 21 female university faculty members. Results of t-tests indicate that the males had significantly greater values for physical activity index, systolic blood pressure, aerobic fitness (VO2 max), and LDL-C/HDL-C. The females had significantly higher percent body fat and higher resting heart rates. No significant differences were found between males and females on the following variables: age, smoking, drinks per day, T-CHO, LDL-C, VLDL-C/HDL-C, HDL-C, and Tg. HDL-C was significantly related to less body fat, lower resting heart rates, and higher aerobic fitness in both males and females. While females tend to possess plasma lipoprotein profiles that suggest less risk of coronary heart disease, the more active males exhibited plasma lipoprotein profiles that resembled those of less active females. (Author)

ED 269 401 SP 027 585

Berry, Barnett

Understanding Teacher Supply and Demand in the Southeast: A Synthesis of Qualitative Research to Aid Effective Policy Making. Occasional Papers in Educational Policy Analysis. Paper No. 420.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Faculty Mobility; *Labor Market; Policy Formation; Quality of Working Life; *Teacher Recruitment; *Teacher Supply and Demand; *Teaching (Occupation); *Teaching Conditions

A report is given of a series of qualitative studies conducted to clarify the market patterns of career choice and expectation, recruitment and selection, turnover and mobility, and working conditions and career alternatives of public school teachers. A study of the career expectations of noneducation college students was also made. These studies sought to delineate the dynamics undergirding the market forces so that policy makers may have a more effective framework for analyzing and remedying the problems confronting the occupation of teaching. Focus was upon: (1) labor market variables affecting present education students and teachers; (2) the mobility patterns of resigning teachers; and (3) the variables affecting the career choices of noneducation college students in high-demand fields. Over 525 teachers, former teachers, and administrators in school systems and education students, noneducation students, professors, and administrators in universities representing 22 institutions in rural and urban sites in three different southeastern states were interviewed or surveyed. Policy strategies for attracting and retaining effective teachers are suggested. (JD)

ED 269 033 IR 051 510

Davies, Denise M.
Computer Competencies for MLS Graduates: A Study of the UH Graduate School of Library Studies.
PUB DATE- Nov 85
NOTE- 99p.; Research paper for Certificate in Advanced Library/Information Studies, University of Hawaii. Figure 1 and course descriptions may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Curriculum Development; Curriculum Evaluation; Graduate Students; Higher Education; *Information Science; *Library Education; *Library Science; *Minimum Competencies; Questionnaires; Research Methodology; Surveys; *Technological Advancement

IDENTIFIERS- *University of Hawaii

This study is designed to identify the computer competencies that should be required of library/information studies (LIS) graduates of the Graduate School of Library Studies (GSLS) at the University of Hawaii at Manoa. The long term objective of the study is to provide information for the policy and planning of GSLS. The study examines how certain aspects of the understanding of, use of, and attitudes towards the new information technologies are perceived by faculty and graduating students. A review of the literature covers computer literacy, competencies for the library/information science professional, curriculum trends in library/information science education, and the use of computers and information technologies in the library/information science field. Two self-administered questionnaires--one for faculty and one for graduating students--were distributed to the entire faculty (N=9), and all students graduating in the spring or summer semesters of 1985 (N=21). Individual items on the two questionnaires were grouped in the areas of computer knowledge, skills or experience, and attitudes. The Statistical Package for the Social Sciences (SPSSx) was used to analyze the results of the questionnaires. Individual chapters present the research problem; the literature review; the research methodology; the results of the survey; discussion and recommendations; and conclusions. Numerous tables are included throughout. A bibliography, the survey instruments, and GSLS curriculum content statements and course descriptions are attached. (THC)

ED 269 073 JC 860 217

Parrott, Marietta
Correlation of Social Science Students' Grade Outcome with Reading and Writing Scores.
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Jul 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Grades (Scholastic); *Predictor Variables; *Reading Achievement; *Reading Skills; Screening Tests; *Social Sciences; Student Placement; Two Year Colleges; *Writing Skills

A study was conducted at College of the Sequoias (COS) to examine the entry-level reading and writing skills of students and their grade outcomes in the social science courses for which they were enrolled. The study sought to identify any predictors of students' eventual success/non-success in class. The study focused on the placement test scores and course grades of 409 students enrolled in spring 1982 in selected social science courses. Study findings included the following: (1) in five of seven courses, the mean reading score decreased as the course grade decreased; (2) the mean reading score for the 10 students who received an "F" was higher than the overall mean score for the entire sample; (3) for all courses, except the political science course, the mean reading score for the students receiving non-credit grades was lower than the mean reading score for students receiving credit grades; and (4) significant relationships were found between students' grade outcomes and their ability to read and write. (AYC)

ED 269 088 JC 860 237

Tilton, Theodore
Strategies for Maintaining Associate Degree Nursing Programs.
PUB DATE- 15 Apr 86
NOTE- 6p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Associate Degrees; *Certification; College Presidents; Community Colleges; Government School Relationship; Nurses; *Nursing Education; *Practical Nursing; School Community Relationship; Standards; *State Legislation; Two Year Colleges

As part of the national campaign of the American Nurses Association (ANA) to create two levels of nursing, one for bachelor of science nurses (BSN's) and one for associate degree nurses (ADN's), Illinois has been targeted for a legislative push to change the laws governing nurse licensure, which, if successful, would signal the beginning of the end of associate degree nursing in its present form. The President's Council in Illinois has recognized the critical nature of the coming fight over the law on licensure and has been actively engaged in designing an agenda of activities for implementation against the ANA's proposals. On the local level, support is being secured from ADN directors and faculty, local hospitals and nursing homes; the success of ADN programs is being publicized; and community groups are being mobilized in support of ADN programs. On the state level, the Coalition for the Preservation of the Current Nurse Practice Act has been organized to apply pressure on state legislators. On the national level, ANA activities are being monitored, information is being shared with other groups involved in the same fight, and the ANA is being challenged to produce facts and figures to support its position. (EJV)

ED 269 128 PS 015 741

Rokoff, Sandra; Abram, James K.
Blueprint for Curriculum Design.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Aug 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Curriculum Design; *Curriculum Evaluation; Definitions; *Educational Objectives; Elementary Secondary Education; *Minimum Competencies; *Needs Assessment; Writing Skills
IDENTIFIERS- *New Mexico High School Proficiency Examination

This guide contains information helpful in developing curricula for grades K through 12 and provides the following: (1) rationale for developing school curricula; (2) a glossary of related educational terms, such as "competencies," "learning domains," and "needs assessment"; (3) a reference to the availability of the New Mexico State Board of Education's "Educational Standards for New Mexico Schools" (ESNMS); (4) guidelines for conducting a needs assessment; (5) suggestions for developing exit level and checkpoint student competencies; (6) tips for curriculum evaluation; (7) sample curriculum pages for the composition strand of a grades K through 12 language arts curriculum; and (8) sample curriculum pages for some New Mexico State Department of Education competencies shown in a sequential, checkpoint-to-exit format. The latter include competency statements in the areas of science, social studies, health, art, music, and mathematics. Appendix A contains instructional program planning and implementation guidelines from the ESNMS for language arts, mathematics, science, social studies, physical education, and the fine and practical arts. Appendix B presents goals and objectives of the New Mexico High School Proficiency Examination for the content areas of community resources, occupational knowledge, consumer economics, mental and physical health, and government and law. Also appended are specifications for skills and tasks used in assessing students' writing skills. (RH)

ED 269 273 SE 046 592

Romberg, Thomas A., Ed.
Using Research in the Professional Life of Mathematics Teachers. International Congress on Mathematical Education (5th, Adelaide, Australia, August 24-30, 1984).
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 226p.; Papers prepared for the meetings of the Using Research Group on the Professional Life of Teachers Theme.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Information Dissemination; *Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Research Utilization; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *International Congress on Mathematical Education; *Mathematics Education Research

The papers in this monograph are grouped by the five session topics of the Using Research Group meetings. Perspectives on Using Research was first, with papers on research and the teaching job (Romberg), utility (Wheeler), review and dissemination (Dessart), preparing materials (Jurdak), and the teacher's view (Williams). The second session was on Means of Dissemination of Research Results, with papers on that title (Clarkson), communicating research results (Firth; Akers and Silver), developing teachers' styles (Swan), and who interprets research (Clegg). Effects of Research on Teachers formed the third category, considering Logo (Kieren), teacher education (Comiti), beginning teachers (Blane), history (Abe), and concept analysis (Bergeron and Herscovics). In the fourth session, Teachers as Researchers, papers concerned teachers' role (Cooney), carryover from college to school (Stewart), rational numbers (Owens), student teachers (Mitchelmore), and implications of the International Study (Gilmer). The final session was on Effects of Research on School Practice, with papers on cognitive psychology (Becker), problem solving (Nagasaki and Hashimoto; DeCorte and others), novel activities (Hershkovitz and Zehavi), and mathematical games (Bright and Harvey). An epilog, with open discussion, followed. (MNS)

ED 269 288 SO 017 018

Morris, Paul
Developing Thinking Skills within the Context of the Existing Secondary Curriculum: The Case of Economics.
PUB DATE- 21 May 84
NOTE- 29p.; Paper presented at the Conference on Thinking (Harvard University, Cambridge, MA, August 20-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Critical Thinking; Curriculum Development; Economics; *Economics Education; Educational Needs; *Logical Thinking; *Problem Solving; Secondary Education

Topics and issues which are central features of current secondary school economics curricula can be used to develop two aspects of students' thinking skills: (1) the development of problem-solving skills, and (2) the recognition of logical fallacies. The efficacy of economics instruction as a vehicle for developing student problem-solving skills arises because the subjects' major concern is that of analyzing how scarce resources are allocated between competing needs. The core concept of the subject is therefore that of choice, which parallels the central problem confronting all decision makers, namely the choice of competing alternatives to achieve a given purpose. The second area, the development of students' understanding of logical fallacies inherent in economic dilemmas, results when students' initial attempts at an explanation of the causes of inflation, unemployment, and underdevelopment are met with explanations about the limitations of reasoning by analogy and generalizations from small samples. Case studies and readings which can be used to stimulate questions about logical thinking and problem-solving skills are provided in appendices entitled "Even Rationing is Better Than Nothing," "Air Bags May be Motorists Best Bargain Ever," and "Price Controls on Food." A bibliography of over 20 related resources concludes the publication. (LH)

ED 269 319 SO 017 116

Social Studies Curriculum Guide: Grade 3.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-3
PUB DATE- Apr 84
NOTE- 58p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Change; Community Characteristics; Community Resources; *Community Study; Concept Formation; Curriculum Guides; Government Role; Grade 3; Learning Activities; Outcomes of Education; Physical Environment; Primary Education; Sequential Approach; Skill Development; *Social Studies; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade three in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for grade three, communities, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special events appropriate for coverage at the third grade level is also provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations in several widely used social studies textbooks. For grade three, the areas of study covered are: people in communities, differences in communities, communities and their environment, community resources, community change, and community government. (LP)

ED 269 334 SO 017 145

Safran, Franciska, Comp.
Chautauqua County: Past and Present. Research Guide No. 53.
State Univ. of New York, Fredonia. Coll. at Fredonia. Reed Library.
PUB DATE- Aug 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; *American Indian Studies; Bibliographies; Federal Indian Relationship; Higher Education; Resource Materials; Secondary Education

A research guide citing over 100 annotations presents a variety of research material on Chautauqua County (New York) available in the Reed Library (Fredonia, New York). The guide consists of three major parts. Part 1 addresses the novice with an examination of the basic steps of research. Special attention is given to the card catalog. This part also gives examples of subject headings and explains how to find them in the subject catalog. Twelve topics about Chautauqua County and its people are presented in part 2: general history; archaeology; town, village, and city histories; agriculture; culture; architecture; education; ethnic groups; geography; industry; local government, state, and municipal laws; natural resources; reform movements; and religion. The suggested titles are from the Western New York Collection in Reed Library. Part 3 provides supplementary reference sources that can be used independently or in conjunction with a research paper. Resource materials which include lists of bibliographies, biographies, census records, directories, maps, and newspapers conclude the document. (RSL)

ED 269 385 SP 027 541

Erickson, Frederick; And Others

Toward a Theory of Student Status as Socially Constructed. Occasional Paper No. 88.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 48p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family Characteristics; Interpersonal Relationship; *Personality Traits; *Social Status; *Student Characteristics; *Student Problems; *Teacher Attitudes; *Teacher Student Relationship

This paper serves as a prologue to three case studies exemplifying instances in which the status of a student in the classroom was socially constructed by the teacher and the attitudes of other students. In each case the student was considered as a "problem" in the classroom. It is noted that teachers appear to include in their judgements of children not only such attributes of student status as academic ability socially constructed, but also such attributes as social class, race, gender, and family normality. The main aim of this research was to discover how different teachers in the primary grades learn to observe and make practical sense of what happens in their classroom from day to day. The first case study focuses on interaction between a teacher and a second grade student, and of the subsequent shaping of that student's social and personal identities in the class. The second study is of a boy who became a social pariah in the course of his second grade experience. In the final study, the process is traced of a teacher making a decision to identify a student as in need of special education. Brief analytic discussions accompany each case study. (JD)

ED 269 431 TM 860 261

Barbadora, Bernard M.

Findings of Re-Testing Six Inner-City Schools: Why and How the Cincinnati Public Schools Bite the Bullet to Assure Accuracy in Testing.

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Educational Improvement; Elementary Education; *Norm Referenced Tests; *School Districts; Scores; Statistics; *Testing; *Testing Problems; *Testing Programs; Urban Education

IDENTIFIERS- Chi Square; *Cincinnati Public Schools OH; Design for School Excellence; *Retesting; T Test

This is a descriptive study of the activities, statistics, and decisions made regarding the re-testing of six inner-city elementary schools, based on results of a norm-referenced achievement test given in the Cincinnati Public School district in April, 1985. Three statistical operations were performed on test data from the Design for School Excellence, a school improvement plan, for each of the six schools. They were chi square, a "t" test using Normal Curve Equivalents (NCE) based on the school's average and a "t" test using NCE by grade in each school. Findings reveal that the obtained scores from the second testing either improved or were statistically the same as the first testing in 60 percent of the re-test situations. Therefore, results of the first testing were used and reported for the particular school/grade result in 1985. Schools where the re-test did not support the results of the first test had the initial scores invalidated and substituted for the re-test scores. In the remaining test situations substantial achievement differences were observed. Based on absolute differences, 10 of the 46 testing situations (20 percent) actually improved. Additionally both the positive and negative aspects of re-testing schools are presented. (PN)

ED 269 047 JC 860 189

Sworder, Steve

Determination of Student Willingness to Take Afternoon Classes and Class Time Preference.

PUB DATE- Apr 86
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Courses; Questionnaires; *School Schedules; School Surveys; *Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Saddleback College CA

A study was conducted to determine what proportion of Saddleback College (California) students were willing to take afternoon classes and their preferred class times. A random sample of 2,600 students registering for the spring 1986 semester was asked to complete a questionnaire. Study findings, based on 1,308 usable responses, included the following: (1) 58.8% of the sample indicated that they were willing to take afternoon classes; (2) males and females showed equal willingness to take afternoon classes; (3) students under 20 years of age were the group least willing to take afternoon classes; (4) the majority of the students interested in afternoon classes preferred 3 unit courses to be scheduled in two 1.5 hour sessions; (5) 3-hour class sessions were most popular with students in their 30's, 40's, and 60's; (6) 1:30-3:00, Monday and Wednesday, or Tuesday and Thursday, was the preferred time slot; and (7) English and mathematics classes were most often requested for inclusion in the afternoon schedule. Based on study findings, it was recommended that more afternoon general education and transfer courses be included in the schedule of classes. The survey instrument is included. (Author/AYC)

ED 269 102 JC 860 252

Bridges, Jean Bolen
Fourteen Years of Assessment: Regents' Testing Program.
PUB DATE- Feb 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (Memphis, TN, February 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Essay Tests; *Graduation Requirements; Higher Education; Language Tests; Minimum Competencies; *Minimum Competency Testing; *Reading Skills; Reading Tests; State Programs; *Testing Programs; *Writing Skills
IDENTIFIERS- *Georgia; *Regents Testing Program (Georgia)

In 1972, the Board of Regents of the University System of Georgia instituted the Regents' Testing Program (RTP) to provide systemwide information on the status of student competence in reading and writing and to provide a uniform means of identifying those students who fail to attain minimum levels of competence in these areas. Since 1972, some modifications were made in testing policies and procedures as well as test content. Current policy requires that: (1) students enrolled in undergraduate degree programs shall pass the RTP as a requirement for graduation; (2) all students who have taken and not passed the RTP shall take the appropriate nondegree credit courses in remedial reading and/or writing in each quarter of attendance until they have passed all components of the test; (3) having passed the RTP shall not be a condition of transfer to another institution; and (4) students whose mother tongue is other than English may be exempted from taking the RTP provided appropriate local procedures are employed to certify the literary competence of those students. The test itself includes a reading test with 10 passages of varying length, covering subjects from natural science to the arts, and an essay test on the student's test on the student's choice of one of two topics. Each institution is responsible for administering the RTP and sending test materials to the Regents' Testing Office (RTO) for scoring. At the RTO, the reading tests are scored by computer, while the essay tests are graded holistically by three graders. The RTO provides results to the individual colleges, which then report scores to the students. (RO)

ED 269 143 PS 015 767

Adams-Price, Carolyn E.; Reese, Hayne W.
An "Emic" Study of Children's Memory in the Nursery School.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Memory; *Participant Observation; *Preschool Children; Preschool Education; *Research Methodology
IDENTIFIERS- Context Effect; *Emic Etic Analysis

The "emic" research method used in cultural anthropology is described and its usefulness in developmental psychology is illustrated. A distinction is made in cultural anthropology between "etic" and "emic" research methods. In etic research observers employ established categories, such as prior definitions of constructs and variables, to interpret data. In contrast, researchers using an emic approach record behaviors and "work through" protocols until they discover what the observations mean to the persons who are observed. Participant observation, cultural anthropology's emic method, involves the: (1) collection of descriptive field notes and derivation of tentative categories; (2) refinement of tentative categories; and (3) testing hypotheses about refined categories in controlled research. The emic method was used in a study of classes of 3-, 4-, and 5-year-olds in a day care center. Observations of 127 behavioral events that seemed to involve "memory" were recorded. Memory instances were found to be classifiable in a taxonomical matrix of 2 sources by 10 categories: child or adult initiator across naming, rhymes and songs, what happened before, anticipation, appropriate behavior, forms/functions/sounds, persons, place memory, academic, and answering requests. Memory was found to be embedded in behavioral events that rarely had memory as a major goal. Thus, the study of memory may require a holistic theoretical approach, such as those of Piaget and Jenkins. (RH)

ED 269 158 PS 015 815

A Report on the Activities of the Select Committee on Children,

Youth, and Families. U.S. House of Representatives, Ninety-Ninth Congress, Second Session, together with Dissenting Minority Views.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 150p.; Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-061-00-6, $4.25).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Alcoholism; Day Care; Disabilities; Early Parenthood; Ethnic Groups; *Family Problems; *Hearings; Insurance; Mental Health; Philanthropic Foundations; Poverty; Prevention; Program Effectiveness; *Public Policy; Sexual Abuse; Taxes

IDENTIFIERS- Fact Sheets; Sudden Infant Death Syndrome

Activities conducted during the calendar year 1985 by the Select Committee on Children, Youth, and Families focused on (1) Alcohol Abuse and Its Implications for Families; (2) Families with Disabled Children: Issues for the 80s; (3) Tax Policy: What Do Families Need? (4) Prevention of Alcohol Abuse in American Families; (5) Emerging Trends in Mental Health Care for Adolescents; (6) Learning from the Private Sector: A Dialogue with Foundation Executives; (7) Child Care: The Emerging Insurance Crisis, Parts I and II; (8) Melting Pot: Fact or Fiction? (9) Child Victims of Exploitation; and (10) Children and Families in Poverty: Beyond the Statistics. In addition, the Committee was involved in a joint hearing concerning sudden infant death syndrome. Following the listing of activities are summaries of the major findings of each hearing, their corresponding fact sheets, and a list of witnesses and those who submitted testimony for the record in 1985. Also provided are excerpts from three of the reports issued by the Committee in 1985: "Opportunities for Success: Cost-Effective Programs for Children"; "Tax Policy: How Do Families Fare?" and "Teen Pregnancy: What is Being Done? A State-By-State Look." A report of dissenting minority views concludes the volume. (RH)

ED 269 173 RC 015 645

Gaus, Charles, Ed.
De La Salle Vocational Supportive Life Skills Learning Program Off Campus. Operational Manual.
De La Salle Vocational Day Treatment Center, Bensalem, PA.
PUB DATE- Jun 85
NOTE- 141p.; Some pages may be marginally legible due to light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adventure Education; *Day Programs; *Delinquent Rehabilitation; Educational Methods; Educational Objectives; Experiential Learning; *Field Experience Programs; Program Descriptions; *Records (Forms); Secondary Education; Self Concept; *Vocational Rehabilitation
IDENTIFIERS- *De La Salle Vocational Day Treatment Center PA

Serving as a course planning guide and field aide, this handbook describes the philosophy, policies, and procedures of the De La Salle Vocational off-campus community-based day treatment center designed to effect the reshaping of basic values and attitudes of youngsters who are identified by the courts as maladjusted. Separate sections explain the objectives and activities of the stress/challenge, service learning, adventure learning, and community-based experiential learning courses. Six sections outline policies and procedures which incorporate appropriate educational, legal, practical, and financial considerations. The policies/procedures sections are as follows: (1) student/parent course preparation (registration, medical history, consent to emergency medical treatment, parent information bulletin, clothing and equipment list, risk/hazard letter, expectation sheet, review of letter, preparation interview, equipment sign-out); (2) emergencies (accident reporting, medical care); (3) academics (course file, course log, course credit, report cards, awarding course credit, student evaluation); (4) finances (projected budget, purchase orders, check request, cash purchases and accounting for cash, actual expense recording, receipt accountability, compensation time); (5) student management (search of student property, written warnings, sending a student home, student runaways, free time, student money on courses, radios, cigarettes, tokens, hall passes); and (6) logistics (starting time, staff sign-in sheet, box lunches, final notification, transportation, off-campus check list). The handbook's final section concerns evaluation (final report, instructor evaluation). Appendices contain 20 sample forms. (NEC)

ED 269 200 RC 015 703

Cahill, Bruce, Ed.
Distance Education in Asia and the Pacific.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- Dec 85
NOTE- 172p.
AVAILABLE FROM- UNIPUB, 10033/F King Highway, Lanham, MD 20706.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Communications Satellites; Correspondence Study; *Delivery Systems; *Distance Education; Educational Strategies; *Educational Technology; Elementary Secondary Education; Foreign Countries; Outreach Programs; Postsecondary Education; *Program Development; Regional Characteristics; Role of Education; Rural Education; Services; Telecommunications
IDENTIFIERS- *Asia; Isolation (Geographic); *Pacific Region

Issues related to the use of distance education are discussed in this bulletin, which also summarizes the status of distance education in 26 countries of Asia and the Pacific. Section 1 contains a rationale for distance education and points out possibilities offered by advances in communication technologies. Section 2 gives country-by-country reports of distance education services available in the region. Primary and secondary, postsecondary, and teacher education are covered. Topics include learning materials, modes of instruction, and special needs linked with population and geography. Specific information is outlined for Afghanistan, Australia, Bangladesh, China, India, Indonesia, Malaysia, the Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, and Thailand. Section 3 contains papers discussion China's use of distance education for higher education programs and the University of the South Pacific's experience with a satellite in distance education. A third paper presents guidelines for planning, operating, and evaluating a distance education system and offers specific questions and considerations for those responsible for planning new systems. Section 4 is a bibliographical supplement organized by country and listing over 100 annotated entries. (JHZ)

ED 269 227 SE 046 541

Long, James
The High School Science Competition Sponsored by Itawamba Junior College.
Itawamba Junior Coll., Tupelo, MS. Natural Science Div.
PUB DATE- Oct 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biology; Chemistry; *Competition; High Schools; Physics; Science Education; *Science Instruction; *Secondary School Science

Following discussions between Itawamba Junior College (Fulton, Mississippi) and local high school science teachers, a periodic science competition was established for students in high schools located in the college's five-county area. The first competition was held in 1983 during which students took written tests in biology, chemistry, and physics. In addition, a team competition was held between four member teams from each participating school. The purpose of the competition was to provide information to teachers on the performance of their students and also to provide a means for teachers to come together to discuss problems confronting them in teaching their science courses. General comments about the competition and an outline of the 1985 high school competition are presented. The outline includes information about the general and team competitions, instructions, and time schedule. (JN)

ED 269 243 SE 046 559

Yore, Larry D.

What Research Says about Science Textbooks, Science Reading and Science Reading Instruction: A Research Agenda.

PUB DATE- 86
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Material Development; *Reading Instruction; *Research Needs; *Science Education; Science Materials; *Textbooks
IDENTIFIERS- *Science Education Research

A survey of the literature on science and reading research supports the identification of six potential foci and numerous interactions for future research related to science and reading. These six areas are: (1) nature of science and science education; (2) nature of the reading process (outlining Holliday's 10 rules for designing effective science texts); (3) nature of science text; (4) nature of the reader; (5) teachers' attitudes toward and knowledge about science reading; and (6) instructional uses and strategies related to science reading. Research needs related to each of these areas are addressed. For example, it is noted that research is needed to more clearly describe the nature of science, its influences on science education, and the role textual materials and print processing play in science and science education. Other research needs to focus on new assessment techniques that more closely reflect the interactive-constructive reading process that critically involves both the text and the reader, on the teacher's personal attitudes toward and knowledge about science reading, and on whether the science textbook is used as the initial source of data or if it is used as an instructional supplement to reinforce and enrich concepts initiated by concrete experience, demonstration, or lecture. (JN)

ED 269 303 SO 017 094

Parker, Franklin
Study Abroad; Student and Academic Exchanges; Foreign Students in China; Chinese Students Abroad: Annotated Bibliography.
PUB DATE- 86
NOTE- 21p.; For related documents, see SO 017 093-095 and SO 017 098.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Comparative Education; Educational Policy; Foreign Countries; *Foreign Students; *International Educational Exchange; Public Policy; *Student Exchange Programs
IDENTIFIERS- *China; Cultural Revolution (China)

An annotated bibliography includes 66 items drawn from a wide variety of sources including scholarly journals, government reports, books, newspapers, and ERIC documents. While many of the cited works focus on educational exchange programs between China and Western nations since the Cultural Revolution, some of the sources deal with earlier exchange programs between China and the Soviet Union and nations in Africa and the Middle East. The brief annotations are descriptive, not evaluative. (CFR)

ED 269 402 SP 027 586

Bird, Ronald
An Analysis of Competitive Salary Levels for Teachers in the Public Schools of the Southeast. Occasional Papers in Educational Policy Analysis. Paper No. 418.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Public School Teachers; *Salary Wage Differentials; *Teacher Salaries; *Teaching (Occupation); *White Collar Occupations

Based on earning data from the U.S. Census Bureau's 1984 Survey of Income and Employment, this study estimates annual salaries of persons in teaching and nonteaching occupations. Data was analyzed using the variables of education, work experience, sex, race, marital status, weeks worked annually, hours worked weekly, urban or nonurban residence, and college degree holder status. Bases of comparison through a range of earning alternatives included: characteristics of the existing teacher work force, characteristics of the general nonteacher work force, and characteristics of the white male college-educated work force. Findings indicated that current teacher salaries are below alternative earning opportunities in other occupations by $6,718 for persons with the same sociodemographic characteristics as present teachers. When compared with nonteaching college-educated workers with the same sociodemographic characteristics, the figure was $10,268 less. In comparison to estimated alternative earning opportunity of white male college-educated workers in nonteaching jobs, the amount was $16,563 less. (JD)

ED 269 417 TM 860 198

Bruno, James E.; Opp, Ronald D.
Use of APM for Assessing Language Arts Placement Skills.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Confidence Testing; Criterion Referenced Tests;

Educational Testing; Equivalency Tests; Guessing (Tests); Inner City; Item Analysis; Junior High Schools; *Knowledge Level; Language Arts; *Language Tests; Microcomputers; Multiple Choice Tests; Scoring; *Scoring Formulas; *Student Placement; *Test Use
IDENTIFIERS- *Admissable Probability Measurement

The admissable probability measurement (APM) format was used to score a criterion referenced language arts test administered in an inner city junior high school. Its 30 items covered capitalization, punctuation, parts of speech, and sentence analysis. With APM, students indicate their confidence in their answer choice, and guessing is heavily penalized. An appropriate classroom strategy may be chosen for the student's indicated knowledge level: re-education for the misinformed student; advancing to the next level when the student is informed; instruction for the uninformed; and review for the partially informed. A 20-minute session was presented to explain the APM format to the students before the test was administered. Responses were analyzed with the school's microcomputer using the Nova Assessment APM software package. The analysis generated four major outputs: (1) individual knowledge assessment to generate learning prescriptions; (2) item analysis for curriculum design and articulation to feeder schools and programs; (3) clustering of students for effective grade placement; and (4) information to better prepare students to take standardized tests scored in the traditional (right versus wrong) manner. (A detailed case study for one student is presented). (GDC)

ED 269 060 JC 860 204

Excerpts from Daytona Beach Community College Institutional Audit.

Daytona Beach Community Coll., FL. Mid-Florida Research and Business Center.

PUB DATE- 7 Oct 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Community Colleges; *Educational Attitudes; *Educational Needs; Institutional Advancement; *Marketing; Needs Assessment; *School Community Relationship; *Student Recruitment; Two Year Colleges

A study was conducted by Daytona Beach Community College's (DBCC's) Mid-Florida Research and Business Center to determine the market for the educational services which fall within the mission of DBCC, to identify target populations within that market, to explore educational needs and perceived desires, and to examine community opinions of DBCC and its academic services. Study findings, based on information provided by county residents, educators, employers, and high school juniors and seniors, revealed the following: (1) community members agreed that some type of higher education is important for success, and they expressed more confidence in the community college system as a whole than any other educational system in the state; (2) the vast majority of community members had positive opinions about DBCC's academic reputation, offering relevant educational opportunities, occupational and leisure programs, and value to the community; (3) while 25% of the community members had taken a class in the past year, more than 33% had not been in a classroom in 10 years; (4) working women were the most likely group to have taken a course during the past year; (5) many educators were unaware of DBCC's academic strengths and the scope of its programs and services; (6) most employers expressed a strong belief in DBCC's educational relevance; and (7) high school juniors and seniors felt DBCC was at least equal to other colleges and universities, and more than half planned to attend DBCC. Based on study findings, recommendations concerning marketing and institutional promotion were developed. (EJV)

ED 269 115 JC 860 268

Zeiss, Anthony
Positioning Community Colleges via Economic Development. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 6p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Role; *Community Colleges; *Economic Development; *Institutional Advancement; *Marketing; *School Community Relationship; Two Year Colleges

Community colleges, because of their late arrival in the development of American education, have suffered from an image and identity problem since their inception. To deal with this problem, community colleges should position themselves as unique community-based service-oriented colleges and market a specific focus to the general public. The first and most important step in the positive positioning of a college involves a commitment from top administration to a strategic marketing process that includes a clear focus of institutional mission, a clear understanding of whom the college serves, and precise knowledge of what makes its services unique. Throughout this positive positioning process, community colleges must view themselves as part of the mainstream of their communities and develop programs and services to meet the identified needs of their external publics. One fundamental and natural connection between colleges and their communities is in the local economy. This connection should be used as a major vehicle for positioning community colleges in the public's mind as a respected and integral part of society. A positioning strategy related to economic development would involve the following steps: (1) the college president must believe in and gain acceptance for the marketing mission; (2) a strategic action plan must be developed with input from internal and external publics; (3) the college must get involved with its community's economic development and chamber of commerce activities by, for example, developing a small business assistance center, assisting in visitation teams to compete for relocating industry, customizing industry-specific training programs, and publicizing the college's role in these activities; and (4) the college must follow through with its commitment and develop a reputation for integrity, responsiveness, and cooperation. (RO)

ED 269 186   RC 015 688

Lassey, William R.; And Others
Consequences of Public Service Budget Constraints: The Perspective of County Officials.
Washington State Univ., Pullman. Dept. of Rural Sociology.
PUB DATE- Oct 85
NOTE- 37p.; Revision of a paper presented at the Annual Meeting of the Rural Sociological Society (Blacksburg, VA, August 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; County Officials; Decision Making; *Human Services; *Local Government; *Public Agencies; *Retrenchment; Rural Areas; *Rural Urban Differences; Social Services
IDENTIFIERS- *Impact; Impact Studies; Public Services; Washington

Three metropolitan and five rural counties in Washington State were studied to determine relationships between budget change decisions--particularly expenditure decreases--and public service consequences. Demographic, economic, social, and budget data for 1979-1982 from census sources, state and county agency reports, and 214 questionnaire responses from public services officials were used. Annual expenditures were found to have increased for most agencies throughout the period. Judicial, law enforcement, and correctional units received consistent increases; environmental protection, parks, and recreation tended to be cut drastically. General government, social/health services, physical services, education, planning, and community development remained relatively stable. State-mandated requirements and priorities of local officials were among the major factors in budget allocations. In general, public officials perceived that little had been lost in service quality or quantity, although maintenance of plant, equipment, and capital outlays were thought to have suffered seriously. While no definitive conclusions could be drawn from the study, improvements in staff efficiency and creativity and greater cooperation among county departments, along with a worsened staff client ratio and less ability for long-range planning were some noted outcomes. Variables such as urbanness, socioeconomic conditions, expenditure changes, and outcomes perceptions showed less intercorrelation than anticipated. Tables provide county and budget data, categories and comparisons of outcome variables, and correlation matrices of antecedent, intervening, and outcome factors. (LFL)

O'Keefe, Patti; Johnston, Marilyn

Differences in Teachers' Responsiveness to Students: A Case Study.

PUB DATE- 11 Oct 85
NOTE- 17p.; Papers presented at the Conference of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Elementary Secondary Education; Research Methodology; Teacher Attitudes; *Teacher Behavior; *Teacher Response; *Teacher Student Relationship

The purpose of this study was to develop scoring categories to assess differences in how teachers describe their communication patterns with students, focusing on teachers' understandings rather than on their behavior. Case study data was used to look at differences in teachers' responsiveness to students in their classrooms. Data came from three interviews, two structured and one open-ended, in which teachers discussed their teaching and their interactions with students. Findings indicated that reliable scoring categories related to the topic of interpersonal communication could be constructed from the data. The two case study teachers, who had very different scores on a cognitive-developmental measure, had contrasting understandings about students and described their interactions with them in ways that were consistent for each teacher across the three interviews. Details of the interviews held with teachers are presented along with extracts from the interviews. (CB)

ED 269 368 SP 027 491

Heter, John R., Ed.
Decade +

Baldwin-Wallace Coll., Ohio.
PUB DATE- 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Graduate Study; Higher Education; *Learning Theories; *Masters Degrees; *Multicultural Education; Preservice Teacher Education; *Program Development; Teacher Education Programs; *Teacher Student Relationship
IDENTIFIERS- Baldwin Wallace College OH

The articles in this publication were contributed by memebers of the faculty of education and students in the Master of Arts in Education graduate program at Baldwin-Wallace college in Berea, Ohio. The lead article presents a brief history of the conception and development of the Master of Arts in Education program which was begun in 1974. The articles range from light to scholarly. Included are writings on the topics of: (1) the pupil teacher relationship; (2) the role of the modern day high school principal; (3) multicultural education; (4) predicaments of ethnic and racial minorities in American society in the 1980s; (5) learning theories based on brain research; (6) teacher expectations; (7) reading in silence; (8) a critique of Kohlberg's theory of moral development; and (9) how teacher attitude affects student motivation. (JD)

ED 269 074 JC 860 218

Parrott, Marietta; And Others

Vocational Students' and Instructors' Perceptions and Usage of COS Library Services.

College of the Sequoias, Visalia, CA. Office of Institutional Research.

PUB DATE- Jul 82
NOTE- 44p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Libraries; Community Colleges; Library Services; Questionnaires; School Surveys; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; *Two Year College Students; *User Satisfaction (Information); Use Studies; *Vocational Education; *Vocational Education Teachers

A study was conducted at College of the Sequoias (COS) to gather information about patterns of library utilization among vocational students. Specifically, the study focused on vocational students' attitudes toward libraries, differences between the attitudes of library users and non-users, factors influencing library use, vocational faculty use of and attitudes toward the COS library, and faculty perceptions of the importance of student use of the library and of the best approach to teaching library skills to vocational students. Survey instruments were administered in class to 226 students enrolled in business, industry and technology, and nursing classes; and to 37 vocational faculty members. Study findings included the following: (1) 88% of the students indicated that they felt very comfortable in libraries, 84% enjoyed reading, 55% indicated that their friends frequently used the library, 76% learned to use the library in high school, and 64% felt that libraries have information that is helpful to carpenters, welders, electricians, and mechanics; (2) in comparison to students in other classes, business students agreed more strongly with the statement that their instructors felt library use was important; (3) as a whole, faculty respondents were making minimal to moderate use of the COS library; and (4) 73% of the faculty members indicated that while they encouraged their students to use the library, they did not require it. The survey instruments are appended. (AYC)

ED 269 129 PS 015 742

Davenport, Amy; And Others
The Economics of Child Care: Taking Care of Vermont's Most Valuable Resource.
Vermont Governor's Commission on the Status of Women's Childcare Task Force, Montpelier.
PUB DATE- Oct 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Costs; *Day Care; Demography; Early Childhood Education; *Economic Factors; Employer Supported Day Care; Federal Programs; *Government Role; Hearings; Needs Assessment; Social Problems; *State Programs
IDENTIFIERS- *Supply and Demand; *Vermont

To investigate the gap between the supply of and demand for child care in Vermont, the Child Care Task Force (CCTF) held a series of hearings. Testimony was taken from more than 40 persons involved with child care programs, including parents, child care providers, employers, professionals in the early childhood development field, and representatives of governmental agencies. In addition, Task Force members conducted census and population data research. This report briefly focuses on the history and charge of the CCTF and the methodology and scope of the study. Discussion then describes the economics of child care, including costs to parents, providers, and employers; the demand for child care; and the supply of child care. Recommendations made by the CCTF are presented. The longest chapter of the report, the discussion of child care supply, includes descriptions of regulated and unregulated child care options in Vermont, employer initiatives across the country and in Vermont, and governmental involvement in child care, including the Child Care Tax Credit, fee scale child care, protective services child care, funding for child care, provider reimbursement rates, training for child care providers, licensing and regulation, the Child Care Food Program, other governmental programs, and governmental initiatives in other states. Appended are related tables of demographic data and a summary of the findings. (RH)

Rathge, Richard W.; Swenson, Cynthia L.
An Evaluation of Use Value Production of Farm Women in an Agricultural State.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparable Worth; *Economic Research; Employed Women; *Evaluation Problems; Farmers; *Farm Labor; *Females; Labor Economics; Labor Supply; Rural Areas; *Rural Economics; Rural Family; Rural Farm Residents; Womens Studies; Work Environment
IDENTIFIERS- Economic Concepts; *Economic Effects; Economic Influences; *Farm Women; Labor Studies; North Dakota; Rural Sociology; Rural Women; Valuation Theory

Researchers explored farm women's economic contributions to the family farm--an economic contribution traditionally underestimated or ignored--employing use value production as an indicator of labor. Active labor, usually defined as commodity production, was broadened to include value production, or all activity contributing to making a living. Household and farm task performance was measured (controlling for time of season and size and type of operation), comparataive labor inputs were investigated, and off-farm employment motives and earnings were explored. Questionnaires returned in 1983 by 88 farm families in the eastern half of North Dakota provided data. Women were found to contribute more labor to farm tasks in the fall, on smaller farms, and on livestock farms, contributing at least 40 hours a week on the average to farm tasks. Women also performed 80% of the household tasks which consumed 80 hours a week on the average. Nearly one in three women reported off-farm employment; non-farm expenses and maintaining their careers were major reasons given. Distance and lack of available employment were found to pose the most difficulties for farm women in off-farm employment. Tables and figures present survey data by farm size and type and illustrate off-farm employment; an appendix lists farm and household tasks used in the survey. A short list of references concludes the document. (LFL)

ED 269 258 SE 046 577

Overstreet, Robin M.
Marine Maladies? Worms, Germs, and Other Symbionts from the Northern Gulf of Mexico.
Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
REPORT NO.- MASGP-78-021
PUB DATE- 78
NOTE- 146p.
GRANT- 04-7-158-44017
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Science; Diseases; Ecology; Estuaries; Higher Education; *Marine Biology; *Pathology; Physical Environment; Science Education; *Zoology
IDENTIFIERS- Gulf of Mexico; *Parasitology; *Symbiosis

Parasites and related symbionts of marine and estuarine hosts of the northern Gulf of Mexico are described in this guidebook. It is meant primarily to serve as a teaching aid for the novice student, but it also contains more technical aspects for the experienced parasitologist. Forms and examples of symbiosis are explained in an introductory statement. Information, diagrams, and illustrations on the various hosts of parasites are then presented in separate sections. These include: (1) invertebrates as hosts (highlighting symbionts of the American oyster; blue crab, penaeid and grass shrimp); (2) vertebrates as hosts (concentrating on parasites of fishes, the alligator, birds, and marine mammals); (3) miscellaneous symbionts (explaining the infestations by selected nematodes, flatworms, barnacles, and gnats); (4) fish-kills and miscellaneous diseases (identifying causal factors contributing to the kills); and (5) technical aspects (citing research findings related to the specific organisms covered in preceding sections). A listing is provided of all the referenced literature and a glossary is also included of the common terms related to symbionts. (ML)

ED 269 289 SO 017 020

Carr, Nigel J.
The Take-Up and Use of the Channel Four Television Series "A Question of Economics" by Schools and Further Education Colleges.
London Univ. (England). Inst. of Education.
PUB DATE- Feb 86
NOTE- 24p.; For related document, see ED 237 381 and ED 242 635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Audiovisual Aids; *Economics Education; *Educational Research; Postsecondary Education; Secondary Education; Student Attitudes; *Surveys; Teaching Methods; *Television
IDENTIFIERS- Question of Economics (A)

Using the series, "A Question of Economics," as the basis for a study carried out between January and May of 1985, three surveys were conducted: (1) 180 questionnaires were sent to a random sample of members of the Economics Association to determine how extensively television is used in economics instruction and how teachers used the programs; (2) questionnaires were sent to 29 first- and 19 second-year "A" level students to discover their attitudes toward the use of television in their economics courses; and (3) 25 follow-up questionnaires were sent to a random selection of teachers to examine facilities available to teachers to record and show programs. Findings show that 60 percent of the teachers surveyed were taping the series and 71 percent would make use of the programs in the future. The fact that 85.4 percent of the students sampled found the series either interesting or very interesting lends support to the use of these techniques in the classroom, although only 27.1 percent of the students reported watching the series on their own time. Although the majority of teachers used the VHS format for taping, there was great diversity in the facilities available to record and watch programs. Data tables showing composition of respondents, numbers watching the series in and out of school, student responses, assessment of the series' difficulty, analysis of attitude responses, facilities available, and time spent on classroom techniques are followed by questionnaires used in the survey. (LH)

ED 269 320 SO 017 117

Social Studies Curriculum Guide: Grade 4.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-4
PUB DATE- May 84
NOTE- 174p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Behavioral Objectives; Concept Formation; Curriculum Guides; Foreign Countries; *Geographic Regions; Geography Instruction; Grade 4; Immigrants; Intermediate Grades; Learning Activities; Map Skills; Outcomes of Education; *Physical Divisions (Geographic); *Political Divisions (Geographic); Research Skills; Sequential Approach; Skill Development; *Social Studies; Units of Study; World Geography
IDENTIFIERS- Dependents Schools; Europe; United States

An outline of the knowledge and skills to be taught at grade four form in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade four, regional studies, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. Holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations in several widely used social studies textbooks. For grade four, the areas of study covered are: map and globe skills, research skills, Europe and America, immigrants, regions of the United States, and comparison of world and U.S. regions. (LP)

ED 269 335 SO 017 150

Chandler, Theodore A.; And Others
Performance Expectancy, Success, Satisfaction and Attributions as Variables in Band Challenges.

PUB DATE- 86
NOTE- 22p.; Paper presented at the American Educational Research Association Annual Meeting (70th, San Fra¢cisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Music; *Bands (Music); Competition; *Motivation; Music Activities; Music Education; *Performance Factors; Research; Secondary Education; Surveys

Perceived success and satisfaction with one's level of performance encourages efforts to challenge other band members for higher chairs within high school bands. Motivation of band members was tested by asking them if they had ever challenged and how frequently. Additionally, they were asked if they felt that they were correctly placed in their instrument category, what they believed their performance expectancy would be in three months, their degree of satisfaction and feeling of success with their current performance level, and to what degree they enjoyed playing their instrument. Members (N=234) of three comparable size bands representing urban, suburban, and rural areas filled out an anonymous questionnaire. The results supported the hypothesis that perceived success and satisfaction with current level of performance were related to increased numbers of challenges for higher levels and attribution for that success to internal factors. Failure and lack of satisfaction with one's current level of performance resulted in fewer challenges and external attributions. (CFR)

ED 269 089 JC 860 238

Community Colleges and Technician Training. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. House of Representatives, Ninety-Ninth Congress, First Session (September 30; November 19, 1985).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86
NOTE- 260p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Role; *Community Colleges; *Educational Legislation; *Federal Aid; Federal Legislation; Hearings; *Industrial Training; *Job Training; Retraining; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- Congress 99th; Proposed Legislation

Hearings were conducted by the House of Representatives Subcommittee on Science, Research and Technology to discuss the role of community colleges in training technical personnel, with particular emphasis on how the National Advanced Technician Training Act of 1985 (HR 2353) would help community colleges meet this role. This bill creates a matching grant program in the National Science Foundation to help community colleges develop model programs to train and retrain technical workers by providing funds to be used to develop programs and courses, train faculty, organize cooperative programs with local industry and purchase necessary equipment. The minutes for the hearing on the bill include statements by Representatives Doug Walgren and Sherwood Boehlert. Testimony concerning the need for technical training and retraining of workers and the role of community colleges in this effort by business and educational leaders is provided by Joseph L. Hines of Community College of Allegheny County (PA), Cheryl Wilson of Mellon Bank (PA), Edward J. Slack of PPG Industries (PA), Harold Hall of Hall Industries (PA), John T. Smith of United Steelworkers of America, Jean Noble of Noble Robots (PA), Warren Anderson of Pittsburgh National Bank (PA), John H. Moore of the National Science Foundation, Sheila M. Korhammer of Northampton County Area Community College (PA), and Pat Choate of TRW (VA), H. James Owen of Tri-Cities State Technical Institute (TN), Richard T. Anderson of Waukesha County Technical Institute (WI), Michael I. Schafer of Mohawk Valley Community College (NY), and Andrew S. Korim of Community College of Allegheny County (PA). Additionally, information on the First Annual Symposium on Robots for the Handicapped; Waukesha County Technical Institute's publication, "The Business Connection: Class Schedule"; information on the National Council for Occupational Education; "Technician Supply and Demand: How Can Community and Technical Colleges Help Fill the Need?" by H. James Owen; "Criteria for Excellence in Associate in Applied Science Degree Programs," and the text of HR 2353 are included. (RO)

ED 269 228 SE 046 542

Treagust, David F.; Fraser, Barry J.
Validity and Use of a Classroom Environment Instrument for Higher Education.

PUB DATE- 86
NOTE- 20p.; Paper presented at a symposium "Research on Classroom and School Environment" at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related documents, see SE 046 543-544.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Higher Education; *Science Education; Science Instruction; Seminars; *Test Construction
IDENTIFIERS- Science Education Research

Despite a strong tradition of research and practical applications involving perceptions of psychosocial environment in elementary and secondary science classes, surprisingly little analogous work has been conducted at the tertiary level. Consequently, in order to facilitate such work, a new instrument called the College and University Classroom Environment Inventory (CUCEI) was developed to assess students' or teachers' perceptions of several dimensions of the actual or preferred environment (for example, personalization, involvement, task orientation, individualization) of small university or college classes often referred to as seminars or tutorials. Validation data collected from a total sample of 499 students and 20 instructors supported each scale's internal consistency, reliability and discriminant validity. Potentially useful applications of the instrument for research purposes and for improving teaching in higher education are considered. (A copy of CUCEI is included in an appendix.) (Author/JN)

ED 269 274 SE 046 596

Friedman, Judi
Jelly Jam, the People Preserver. An Environmental Self-Teaching Activity Book. Bermuda Edition.
REPORT NO.- ISBN-0-910812-29-2
PUB DATE- 85
NOTE- 69p.; For the version to be used in the United States see ED 247 195.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Elementary Education; Elementary School Science; *Environmental Education; Experiential Learning; Independent Study; Interdisciplinary Approach; Learning Activities; *Pollution; Reading Instruction; Social Studies
IDENTIFIERS- *Bermuda

Designed for students in grades 2 through 4, this self-teaching, interdisciplinary reading and activity program approaches the environmental conditions, the state of natural resources, and the problems of pollution in Bermuda. A caring little animal named Jelly Jam is used to help children understand how air, water, and land pollution affect their own lives and what they can do to help clean up the environment. Children read about ecological problems and through experiments, field trips, plays, songs, coloring activities, crossword puzzles, mazes, and a host of school and family anti-pollution activities learn how to be involved in solving the problems. The guide also presents self-corrective activities, a word list for vocabulary improvement, and answer pages for student self-teaching. (ML)

ED 269 304 SO 017 095

Parker, Franklin

Intellectuals in China: Annotations.

PUB DATE- 86
NOTE- 19p.; For related documents, see SO 017 093-094 and SO 017 098.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Chinese Culture; *Civil Liberties; Educational Policy; *Foreign Countries; *Intellectual Freedom; Public Policy
IDENTIFIERS- *China; Cultural Revolution (China); Intellectuals

This annotated bibliography of 72 books, journal articles, government reports, and newspaper feature stories focuses on the changing role of intellectuals in China, primarily since the 1949 Chinese Revolution. Particular attention is given to the Hundred Flowers Movement of 1957 and the Cultural Revolution. Most of the cited works are in English, but sources in Chinese, Japanese, Italian and Russian are also included. The annotations, all in English, are relatively brief and are descriptive, not evaluative. (CFR)

ED 269 386 SP 027 542

Tamir, Pinchas
Teacher's Autonomy in a Centrally Developed and Controlled Curriculum.

PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Instructional Materials; *Media Selection; *Personal Autonomy; Teacher Responsibility; *Teacher Role; *Teachers
IDENTIFIERS- *Israel

One response to the disappointment from the curriculum reform of the 1960's has been an increased tendency towards more teacher autonomy in determining the curriculum. Seven modes of curriculum development in terms of the role of teachers have been identified. Listed from Center to Periphery these are: Centrally Based, Locally Centrally Based, Locally Based, School Based, Teacher Based, Pupil and Teacher Based, and Pupil Based. The main thesis of this article is that teacher's autonomy is possible in any one of the modes mentioned above. Moreover, teachers who have the benefit of centrally developed materials, and perhaps centrally offered support, as well as the freedom to choose from available options, may be more powerful and more effective than teachers who are left alone to exercise full responsibility and design the whole curriculum on their own. The different modes and their operation are illustrated, using the Israeli educational system in general and the Israel High School Biology Program in particular. (Author)

ED 269 432 TM 860 262

Nagel, Thomas
A Longitudinal Study of Systematic Efforts to Raise Standardized Achievement Test Scores Using Factors from School Effectiveness Research.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 18 Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Achievement Tests; Curriculum Development; Demography; Elementary Secondary Education; Grade 5; *Longitudinal Studies; Minority Group Children; *Research Utilization; Scaling; *School Effectiveness; School Segregation; Scores; Standardized Tests; Teacher Improvement
IDENTIFIERS- *Achievement Goals Program; California Assessment Program; Comprehensive Tests of Basic Skills; San Diego Unified School District CA; *Time Series Design

The purposes of this study are to document the success of the Achievement Goals Program (AGP) in raising student achievement in San Diego Unified School District's minority-isolated schools and to provide recommendations for curriculum development and teacher training based on that success. Reports on the results of the Comprehensive Tests of Basic Skills (CTBS) were reviewed from 1975 *through 1985 for fifth grades, the only elementary grade level* tested districtwide. Mean percentiles for Total Reading, Total Language and Total Mathematics for each school were determined, transformed into scaled scores, and used to calculate weighted means. Time series designs using unit replications were used to determine the effect of the intervention of AGP in each content area. California Assessment Program data were used to examine AGP effects on achievement. Data from the district's Pupil Ethnic Census Reports addressed the possibility of a "history effect" in the time series design. School effectiveness factors were compared to the AGP instructional model; 11 of the 16 factors were found to be systematically incorporated. This finding shows that school effectiveness factors can be systematically written into curricula and materials used in schools. (PN)

ED 269 034 IR 051 511

Ensor, Pat
Database Search Service Policies and Procedures.
Indiana State Univ., Terre Haute. Library.
PUB DATE- Feb 86
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; *Administrative Policy; *Databases; Guidelines; Higher Education; Library Administration; Library Planning; *Online Searching; *Online Systems; Position Papers; Records (Forms); *Reference Services
IDENTIFIERS- *Indiana State University; *Library Procedures

This document details 28 policies and 37 procedures of the online searching service at the Indiana State University (ISU), Cunningham Memorial Library. Sixteen forms used in various aspects of the process are also included. The policies include but are not limited to the following: (1) the Database Search Service organization; (2) Database Search Service searches; (3) statistics on database searching; (4) evaluation of searches; (5) promotion of database searching; (6) current awareness for searches; (7) searcher meetings; (8) interviews with search requestors; (9) on-demand searching; (10) search patron's presence during search; (11) clientele; (12) choosing a vendor for a search; (13) charging; (14) instruction and demonstrations; (15) policy on ISU faculty grants for searching; (16) policy on ISU grants for graduate student searching; and (17) policy on use of the IBM-PC in reference. Procedures are concerned with but not limited to: searchers and staff; vendors; recordkeeping; statistics; evaluations; vendor bills; budget planning; training; search aids; vendor and database newsletters; publicity; requesting and assigning searches; using the database room and terminals; charging for database searches; distributing database search prints; use of the Indiana Information Retrieval System (INDIRS) by patrons; various aspects of SEARCH HELPER; and rules and procedures for using the IBM PC for searching. Forms include search logs, billing slips, computer search requests, search evaluations, and search statistics. (THC)

ED 269 048 JC 860 190

The Challenge of Change: A Reassessment of the California Community Colleges.

PUB DATE- Mar 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Accountability; Administrators; *College Administration; College Faculty; College Programs; College Role; *Community Colleges; Costs; Educational Change; *Educational Finance; Educational Quality; Financial Support; *Governance; Master Plans; Outcomes of Education; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Pursuant to legislative mandate, this report presents the results of the Commission for the Review of the Master Plan for Higher Education's reassessment of California Community Colleges (CCCs). Section 1 provides introductory material highlighting the CCC changes which the Commission believes to be necessary to achieve the goals of universal access, individual success, and educational quality and accountability. The next five sections offer discussions and recommendations concerning: (1) access and success; (2) mission and functions, including transfer education, vocational education, remediation, adult education, community service, and institutional research and evaluation; (3) faculty and administrators, including credentials, recruitment, affirmative action, part-time faculty, tenure, compensation, collective bargaining, and professional development; (4) governance, including the Board of Governors, district organization and management, district governing boards, and campus administration; and (5) finance, including sources of support, budgeting and distributing state support, emergency support, and capital outlay funding. Section 7 discusses the CCC study and recomendations within the context of the Commission's broader purpose. Appendices present preliminary cost estimates for the recommendations adopted by the Commission, a discussion of the establishment and functions of the Commission, and the text of the Senate Bill authorizing the reassessment study. (EJV)

Vaughan, George B.

Balancing the Presidential Seesaw. Southern Association of Community and Junior Colleges Occasional Paper Volume 4, Number 2.

Southern Association of Community and Junior Colleges.
PUB DATE- Jul 86
NOTE- 6p.
AVAILABLE FROM- George B. Vaughan. Piedmont Virginia Community

College, Charlottsville, VA 22901 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Administrative Problems; *Administrator Role; *College Presidents; *Community Colleges; *Leadership Responsibility; Leadership Styles; *Organizational Effectiveness; Two Year Colleges

Fulfilling the role of the community college president requires that a balance be maintained between internal constituents (e.g., students, faculty, administrators, and support staff) and external constituents (e.g., politicians, members of coordinating agencies, business leaders, trustees, alumni, and special interest groups). When the president sees that this balance has been lost, he/she must apply the proper amount of pressure and exert a positive and countervailing force to right the balance as quickly, as efficiently, and as painlessly as possible. The president must also keep in mind that imbalance between internal and external constituents may be caused by positive activities, as well as negative ones. Potential dangers to institutional balance include: (1) lack of an environment in which routine matters and minor problems are handled efficiently; (2) complacency on campus as reflected by a prolonged state of institutional inactivity in areas such as governance, construction, and teaching and learning improvement; (3) the tendency of groups on either side to band together to increase their influence, thereby presenting the president with continually shifting coalitions to either pacify or render less powerful; and (4) the possibility that various constituencies will crossover to other categories or otherwise act in an unexpected manner. A classic example of the president's role in maintaining balance relates to the issue of quality versus open access, which involves not only educational questions, but political, social, and economic factors as well. In this case, as in all others, the president must ensure balance, for without it, the college can never reach its full potential. (EJV)

ED 269 144 PS 015 768

Mardell-Czudnowski, Carol
Screening Kindergarteners at an International School.
SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- Aug 84
NOTE- 27p.; Portions of this paper were presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Cultural Pluralism; Demography; Foreign Countries; *Kindergarten Children; *Language Dominance; Primary Education; *Racial Differences; *Screening Tests; *Test Use; Whites
IDENTIFIERS- *Developmental Indicators Assessment Learning Rev; *Heterogeneous Classrooms; Taiwan (Taipei)

To examine the child variables which may affect the validity of a screening test in a heterogeneous kindergarten, 64 kindergarten children attending an international school in Taipei, Taiwan, were screened with the Developmental Indicators for the Assessment of Learning - Revised (DIAL-R). Thirty subjects were Caucasian, 21 were Oriental, and 11 had Caucasian-Oriental parentage. Two were not classified by race. Genetic variables (sex, race), environmental variables (years in host country, parental educational level, birth order, size of family, bilingualism of child and parents, birthplace, primary language of child and parents), and the interaction of race and primary language were analyzed to ascertain their effect on the four DIAL-R scores: motor, concepts, language, and total score. The most significant genetic factor was the child's race. The most significant environmental factor was the child's primary language which is affected by parents' language(s). Of the two, language differences appeared to be the overriding factor. Significant differences are discussed. One study finding is that when using an American normed test with a heterogeneous population, local norms are advisable for interpreting the test correctly and meeting the needs of the children tested. (Author/RH)

ED 269 159 PS 015 816

Young and Old Together: A Resource Directory of Intergenerational Programs.

California State Dept. of Education, Sacramento.

PUB DATE- 85

NOTE- 57p.

AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00; California residents must add sales tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Community Cooperation; *Community Programs; *Day Care Centers; Educational Resources; Elementary Secondary Education; Financial Support; *Intergenerational Programs; *Older Adults; Program Descriptions; Public Agencies; *School Community Programs; *Youth

IDENTIFIERS- California

Intended to help various segments of the community, including parents, senior citizens, local representatives of business and industry, retired teachers, and college students in the quest for quality schooling for all children, this directory contains information on intergenerational programs located throughout the state of California. Program listings are divided into four general categories: school-based, community/agency-based, employment-based, and child care programs. The listings provide such information as program ideas, funding sources, and people (including phone numbers and addresses), who are involved on a day-to-day basis in programs that contribute to a greater understanding between youths and older adults. The directory does advise that, in most cases, Department of Education personnel have not visited or validiated the particular programs described. (HOD)

ED 269 351 SP 027 247

Rhoades, Gary

The Costs of Academic Excellence in Teacher Education. Working Paper #5.

California Univ., Santa Barbara. Graduate School of Education.
PUB DATE- Nov 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Comparative Analysis; Foreign Countries; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; *Secondary School Teachers; *Teacher Education Programs
IDENTIFIERS- *England

This paper presents a comparative analysis of teacher education in England and the United States. The fundamental focus is on the location of teacher education in the educational system, and what effect this has on teacher education programs. First considered is the organizational setting in which secondary school teachers are trained, and in what sorts of institutions the training takes place. In this area, the following questions are asked: (1) does training take place in research universities, comprehensive state colleges and universities, polytechnics, monotechnic teachers colleges, or in school-based institutions? and (2) in what sorts of units within these institutions are teachers trained--separate professional schools, departments of education within colleges of letters, or mainstream disciplinary departments? The second dimension of location considered is the normative setting in which secondary school teachers are trained, to what extent a traditional academic ideology prevails in the institutions, and the basic units in which they are trained. Reference is made to the values and beliefs typical of academics in the mainstream college of letters and science departments: beliefs about what type of educational content and work has value, what should be taught, how students should be trained, and what students should be encouraged to do. Eight pages of references are appended. (JD)

ED 269 369 SP 027 495

Crow, Nedra A.
The Role of Teacher Education in Teacher Socialization: A Case Study.
PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Preservice Teacher Education; *Research Methodology; *Role Perception; *Socialization; *Student Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Teacher Socialization

Most research on teacher education has taken a functionist approach to socialization, emphasizing the importance of moulding individuals to the norms of the profession. Weaknesses have been noted in this approach, and recommendations have been made which call for a theoretical and empirical reorientation to the study of teacher socialization which considers the process of socialization and the relationship of variables within the particular context of socialization. This paper offers a critique of the functionist approach to the study of teacher socialization. An alternative theoretical and empirical orientation to teacher socialization is presented. A brief review of teacher socialization literature provides supportive documentation for a reorientation of theory and research with an emphasis on the role and contribution of the preservice teacher in the socialization process. The design of an ethnographic study of a teacher education program is outlined and preliminary findings on this ethnographic investigation are reported. Implications of the study are discussed along with possible considerations for future teacher education programs. (JD)

ED 269 418 TM 860 208

Bennett, Randy Elliot; And Others
The Psychometric Characteristics of the SAT for Nine Handicapped Groups. Studies of Admissions Testing and Handicapped People. Report No. 3.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-85-49
PUB DATE- Nov 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *College Entrance Examinations; *Disabilities; Hearing Impairments; Item Analysis; Learning Disabilities; Physical Disabilities; *Psychometrics; Scores; Secondary Education; Special Programs; Standardized Tests; Testing; Testing Programs; *Test Norms; *Test Reliability; Visual Impairments
IDENTIFIERS- *Scholastic Aptitude Test; Speededness (Tests)

This study examined the psychometric characteristics of the Scholastic Aptitude Test (SAT) administered under special conditions for nine handicapped groups. Four psychometric characteristics were studied: level of test performance, test reliability, speededness, and extent of unexpected differential item performance. Psychometric comparisons were made between a non-handicapped sample and each of nine different handicapped classifications. These contrasts were replicated across two forms of the same test, serving to increase confidence in the stability of results and their applicability to other SAT forms. With the exception of performance level, the psychometric characteristics of the SAT were generally comparable for the handicapped and nondisabled groups studied. It is concluded that this result should extend to other forms of the SAT and other disabled students to the extent that these groups and forms, and the conditions under which they are administered, are similar to those employed in this study. That the psychometric characteristics of the test are similar across populations provides evidence necessary to support SAT scores as accurate and fair indicators of the developed scholastic abilities of disabled students. (Author/PN)

ED 269 174 RC 015 656

Widvey, Lois; And Others
A Systematic Process for Developing Special Services Cooperatives in Rural School Districts.
PUB DATE- 11 Oct 85
NOTE- 17p.; Paper presented at the Northern Rocky Mountain Educational Research Association meeting (Jackson Hole, WY, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Compliance (Legal); *Cooperative Programs; *Cooperatives; Delivery Systems; Educational Cooperation; Elementary Secondary Education; *Models; *Needs Assessment; Rural Education; *Rural Schools; School Districts; *Special Education
IDENTIFIERS- *South Dakota

The design of a needs assessment model to establish the existing status and requirements of general and special education in eight small rural South Dakota districts interested in forming an education cooperative involved: (1) synthesizing major areas of need into workable components; (2) designing a needs assessment instrument based upon these components; (3) identifying a balanced sample of educators, parents, and board members to respond to the instrument; and (4) analyzing the responses and summarizing the findings. The areas of need identified for the questionnaire included establishment of organizational and administrative responsibilities, compliance with state law, and enhancement/sharing of current general/community education and special education offerings/practices. Emphasis was placed upon potential expansion areas which would improve services beyond minimum mandated state requirements for curriculum, financing, staffing, scheduling, and transportation. Four separate color coded formats of the resulting questionnaire were administered to a total of 114 persons, representing superintendents (8), special education teachers (13), principals (16), counselors (8), elementary/secondary teachers (58), students (1), parents (2), school board members (7), and school psychologists (1). The process provided a viable, systematic means to analyze school district perceptions so as to provide administrators with data to establish/expand educational services cooperatives. (NEC)

ED 269 201 RC 015 704

Ross, Dorian
Learning Styles.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Alaska Natives; American Indians
*Bilingual Students; Classroom Environment; *Cognitive Style; Comparative Analysis; Differences; Elementary Secondary Education; *Environmental Influences; Ethnic Groups; *Individual Differences; Influences; Measures (Individuals); *Performance Factors; Samoan Americans; Student Characteristics; White Students
IDENTIFIERS- Iranians; *Learning Preference Inventory; *Learning Style Inventory

A variety of research findings and observations concerning learnin styles are compiled in this guide to help teachers understand the implications of their students' learning preferences. The first section describes the Learning Preference Inventory (LPI) as an instrument that asks the student to select among eight learning situations, e.g., lecture, tutoring, group learning, the one preferred for different types of learning activities. LPI results are reported for the following groups: American Samoan, Fort Belknap Reservation Indians, Iranian, Caucasian Alaskan, and Native Alaskan. Most groups consisted of Adult Basic Education students, but preschool, elementary, and secondary students were also studied. The second section describes the Learning Style Inventory (LSI), which analyzes learning preferences according to environmental, emotional, sociological, physical, and psychological factors. LSI results are reported for Iranian, Southeast Alaskan, and Southwest Alaskan groups. The third section summarizes 16 learning style studies concerned with bilingual students and environmental and physical factors. The final section presents a chart showing preferred learning styles for 10 student categories: independent and dependent, high and low self-concept, upper and lower grade levels, high and low reading achievement, and high and low mathematics achievement. (JHZ)

ED 269 244 SE 046 560

Marshall, Sandra P.
Errors in Processing Mathematical Information: A Cross-Sectional and Longitudinal Study of Individual and Sex Differences. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 50p.
GRANT- NIE-G-83-0048
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cross Sectional Studies; Educational Research; Elementary Education; *Elementary School Mathematics; *Error Patterns; Grade 3; Grade 6; *Longitudinal Studies; *Mathematics Achievement; *Sex Differences
IDENTIFIERS- California; *Mathematics Education Research

This study investigated the rates of successful mathematical performance and errors of information processing in third-grade children in California and continued an investigation of these factors in sixth-grade children. The objectives were to: (1) identify areas of mathematics in which the children had recognizable strengths and weaknesses, (2) classify characteristic areas according to information-processing theory, and (3) relate the errors made by third graders in 1980 with errors made by the same children as sixth graders in 1983. Approximately 25,000 children in each grade were tested for each year using data from the Survey of Basic Skills in the California Assessment Program. The tests and population are first briefly discussed, followed by the results of the analyses. For each grade level, discussion focuses on: correct performance by categories --computation, counting/number property, word problems (using operations), visual problems, geometry/measurement problems, and nontraditional story problems; the most difficult items; scores on matched items (computation and applications); and errors. Then the longitudinal analysis is dicussed. Girls appear stronger than boys in grade 3 and boys were stronger than girls in grade 6. References and sample items are included in the appendix. (MNS)

ED 269 403 SP 027 595

Perspectives on Aging. Exercise and Wellness Programs for Aging Adults. A Conference Held at Brigham Young University (Provo, Utah, August 22, 1983).

PUB DATE- 22 Aug 83

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Exercise; Nutrition; *Older Adults; *Physical Fitness; *Well Being

Papers presented at a conference on recreation, exercise, and wellness for aging adults included: (1) "Leisure Activity in the 11th Hour or Physical Pursuits of Old Fossils" (Larry L. Neal); (2) "Exercise and Nutrition for the Senior Adult" (Michele Anderson and Jackie A. Smith); and (3) "Senior Wellness Advocacy Network--S.W.A.N.--An Experiment in Education" (David Turner). Appendices present information from a survey of senior citizens regarding mental and physical health, classes dealing with health promotion among older adults, aqua-calisthenics, a paper on "Implementing a Physical Activity Program in a Geriatric Facility" (Carole Jewkes), and health and fitness tips for senior citizens. (CB)

ED 269 061 JC 860 205

Ward, Daniel A.
Useful Access to Planning Systems for Community Colleges.
PUB DATE- Apr 86
NOTE- 22p.; Graduate seminar paper, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; Cost Effectiveness; Costs; Educational Planning; Long Range Planning; *Management Systems; Prediction; Two Year Colleges
IDENTIFIERS- *Strategic Planning

Designed to clarify issues related to the definition and implementation of strategic planning, this paper presents an an examination of several themes that are central to the practical side of planning and budget development. Introductory material considers the utility of the strategic planning approach and points to three areas of higher education finance with particular relevance to strategic planning: planning methods, cost formulation, and projection. The next section considers the relationship between perceived institutional mission and sources of funding and the impact of this relationship on the determination of management policy. Next, the paper discusses the components of cost analysis that are relevant to planning and operations, using student financial aid and personnel management as examples. The final functions of administration considered relate to projecting future requirements and resources, modeling for the efficient and effective allocation of resources, and using simulations for contingency planning. Examples of organizational stress that can be alleviated through a strategic planning approach are discussed in relation to retrenchment, ensuring access to management information, and budgeting. Concluding comments stress that enhanced access to planning systems, as a component of strategic approaches to management, must be seen as central to a sound institutional response to the economic uncertainty of the current period. (EJV)

ED 269 075 JC 860 219

Parrott, Marietta
A Comparison of Academic Status Statistics, Fall 1981 to Fall 1983. Report 83-3.
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Jan 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Academic Probation; *Academic Standards; Community Colleges; *School Policy; Two Year Colleges; *Two Year College Students

A comparison of the number and percent of students subject to academic dismissal, academic probation, progress probation, the dean's list (GPA 2.00), and the president's list (GPA 3.00) at College of the Sequoias was drawn for the years 1981, 1982, and 1983. Statistics showed the following changes: (1) the number of students dismissed due to poor academic standing had increased by 80%, from 94 (1.2% of all students) in fall 1981 to 169 (2.3% of all students) in fall 1983; (2) the number of students placed on academic probation increased by 20%, from 758 (9.9% of all students) to 911 (12.5% of all students); (3) the number of students on progress probation decreased by 31%, from 454 (5.9% of all students) in fall 1981 to 315 (4.3% of all students) in fall 1983; and (4) the percentage of students appointed to the deans list decreased from 18.3% to 16.1%, while the percentage of students appointed to the president's list increased from 13.6% to 13.7%. Policy and program changes related to the increases in the numbers of students in academic difficulty and the decreases in the numbers achieving scholastic honors included a new requirement for instructors to submit their attendance policies in writing, a state-mandated drop fee, a decrease in tutorial services, the elimination of learning skills classes, and more stringent policies regarding course withdrawals and grading. (AYC)

Alfred, Richard L.
Measuring Student Outcomes through the Associate Degree. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 6p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *Associate Degrees; Community Colleges; Educational Assessment; Educational Benefits; *Evaluation Criteria; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Relevance (Education); Role of Education; *Student Educational Objectives; Two Year Colleges
A large number of students enrolling in community colleges do not aspire to or complete the associate degree. Instead, they attend community colleges for a multitude of reasons, including job training or retraining, licensure, preparation for transfer, and avocational pursuits. Given the preponderant pattern of part-time attendance and diversity of student objectives, it stands to reason that questions would arise as to the relevance of the associate degree as a student outcomes measure. These questions differ depending upon the perspective from which student outcomes are viewed. For community college administrators, a college is "effective" when student outcomes are produced at a level sufficient to balance the costs of instruction. For educational policy makers, college effectiveness may be measured in terms of nondegree outcomes related to economic development and public service programs. Teaching faculty may have still yet another perspective on outcomes, arguing that the college is effective when it implements academic policies that restrict the distribution of rewards to students who successfully meet standards. Within the broader context of social and educational change, additional questions arise about the utility of the associate degree as an outcomes measure; e.g., In a labor market marked by increased emphasis on service and technological jobs, is the degree undereducation for some jobs and overeducation for others? Do constraints on faculty technological skill and knowledge undermine the perceived value of an associate degree? As societal conditions change, the associate degree may diminish in importance, and non-degree, short-term courses developed for specific constituencies on an "as need" basis may represent a better strategy for achieving socially desirable student outcomes. (RO)

ED 269 187 RC 015 690

Spaulding, Irving A.
An Untitled Communique.
PUB DATE- 85
NOTE- 16p.; An extensive revision of a paper presented at the Annual Meeting of the Rural Sociological Society (Blacksburg, VA, August 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; Change Agents; Change Strategies; *Intellectual Disciplines; *Professional Recognition; Rural Areas; *Social Change; *Social Theories; Sociology
IDENTIFIERS- *Rural Sociology; *Sociologists

Rural sociology needs a conceptualization of social change and its implications for the discipline. Scientifically adequate conceptualization would enable rural sociologists to understand their own and others' social roles as activities which are aspects of social change. With this understanding the rural sociologist could conceive of his practical experience not just as effort to implement policy or achieve goals but as raw evidence pertinent to generalizations about social change and significant for the discipline of general sociology as well as for his own degree of success or failure as a rural sociologist. Five related orders of social change have relevance to the performance of rural sociologists. First order changes pertain to bases for motivation viewed from a psycho-social perspective on individuals. Second, third, and fourth order changes encompass aspects of relationship between and among people in the context of a society. Fifth order changes embody changes in systems of symbols used to legitimize behavior. This conceptualization of social change is relevant for rural sociologists insofar as they use it to take perspective both on their participation in social change while contributing to the achievement of imperative functions and on change which they engender in others whom they influence. (JHZ)

ED 269 214 RC 015 732

Ricard, Virginia B.
Girl Scouts: A Strong Ally for Rural Education.
Girl Scouts of the U.S.A., New York, N.Y.
PUB DATE- Oct 85
NOTE- 9p.; Paper presented at the Annual Rural Education Association National Conference (77th, Cedar Rapids, IA, October 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Community Resources; Elementary Secondary Education; *Females; Nonprofit Organizations; *Organizational Objectives; *Outreach Programs; Program Content; Program Development; Rural Areas; *Rural Education; *Rural Youth; *Values; Youth Clubs; Youth Opportunities
IDENTIFIERS- *Girl Scouts of the USA; Scouting

With much to offer rural girls as well as much to learn from them, Girl Scouting is trying to reach more girls and adults in rural areas. The challenges include economic setbacks for farming, unemployment, isolated populations, and changing rural culture. Along with the challenges are the many resources of rural areas and the congruence between Girl Scout beliefs and principles and the outlooks of persons in rural areas. To expand rural Girl Scouting it has been helpful to recruit and train indigenous leadership and to establish support systems to meet local needs. The variety of innovative Girl Scout models for rural areas has included establishment of consolidated schools committees, community troop committees, hot line leaders, neighborhood learning centers, and library resource centers. Alternative models focus on meeting patterns, including designs for Girl Scout range/farm troops and Girl Scout troops where the program is delivered through the mail. Programs for rural areas include those focused on health and safety, the out-of-doors, and opportunities for the rural girl within and beyond her local area. Girl Scouting is committed to addressing the needs of rural girls and to collaboration with related groups such as the Rural Education Association. (JHZ)

ED 269 259 SE 046 578

Littleton, Richard K.
The Territorial Sea: Prospects for the United States.
Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- MASGP-84-021
PUB DATE- 84
NOTE- 88p.
GRANT- NA81AA-D-00050
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Environmental Education; *Federal Legislation; *International Law; Laws; *Marine Education; *Natural Resources; *Oceanography; Physical Environment; Science Education; Social Studies
IDENTIFIERS- *Coastal Zones

The history of the territorial sea and legislative practices associated with its boundaries are examined in this study. The survey includes information related to: (1) the history of territorial zones (tracing evolutionary development and impacts); (2) United States practices (examining the purpose of authority asserted in the territorial sea); (3) the status of the territorial sea; (4) changes in the boundaries; (5) resource legislation (emphasizing mineral resources and fisheries); (6) alternative scenarios (projecting impacts of the adoption of the 12-mile limit); (7) coastal and landlocked states (discussing legislative effects on the states); (8) planning (posing questions related to boundary laws); and (9) zone A in operation (offering perspectives on the 50-state sharing arrangement). (ML)

ED 269 275 SE 046 597

NGOs & ODA: Non Governmental Organisations and Official Development Assistance. A Directory of Non-Governmental Organisations Campaigning on Aid Issues.

United Nations Non-Governmental Liaison Service, Geneva (Switzerland).

PUB DATE- Apr 85

NOTE- 63p.

AVAILABLE FROM- United Nations Non-Governmental Liaison Service (Geneva), Palais des Nations, CH-1211, Geneva 10, Switzerland.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developed Nations; Developing Nations; *Economic Development; *Organizations (Groups); *Program Descriptions

IDENTIFIERS- *Development Assistance; *Development Education

This directory provides a listing of non-government organizations (NGOs) providing various kinds of development assistance. Entries are listed alphabetically by these countries: Australia; Austria; Belgium; Canada; Denmark; Federal Republic of Germany; Finland; France; Ireland; Italy; Japan; Netherlands; New Zealand; Norway; Spain; Sweden; Switzerland; United Kingdom; and the United States. International NGOs are provided in a separate category. Each entry includes the organization name, a description (including, when applicable, organizational goals/objectives, activities, projects, etc.), and the name and address of a contact person. (JN)

ED 269 305 SO 017 096

Parker, Franklin
Education (General, All Levels) in the People's Republic of China; Past and Present: Annotated Bibliography.
PUB DATE- 86
NOTE- 46p.; For a related document, see SO 017 099.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; Comparative Education; *Educational Anthropology; Elementary Secondary Education; *Foreign Culture; Marxian Analysis; Public Policy
IDENTIFIERS- *China; Cultural Revolution (China); Mao Zedong

A comprehensive annotated bibliography contains 108 items including books, journal articles, children's books illustrative of educational materials in China, government reports, research reports, newspaper stories, ERIC documents, and articles from the popular press. The listed items have been published over a broad span of time ranging from the 1920's to the present. While most of the materials are in English, the bibliography contains items written in Swedish, Chinese, French, Russian, Chinese, Czech, Japanese, German, and Danish. All abstracts are in English. Two extensively covered topics are the major changes in educational public policy that took place after the Communist victory in 1949 and the policy changes during and after the Cultural Revolution. The annotations tend to be brief and are primarily descriptive, not evaluative. (CFR)

ED 269 321 SO 017 118

Social Studies Curriculum Guide: Grade 5.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-5
PUB DATE- May 84
NOTE- 92p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Civil War (United States); Colonial History (United States); Concept Formation; Curriculum Guides; Geography Instruction; Grade 5; Intermediate Grades; Learning Activities; Modern History; Outcomes of Education; Revolutionary War (United States); Sequential Approach; Skill Development; *Social Studies; *United States History; Units of Study
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade five in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade five, American geography and government, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage is also provided. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning

objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade five, the areas of study covered are: a geographic review of the United States, early history, colonial history, the American Revolution, the New Nation, the period of national conflict, and 1876 to the present. (LP)

ED 269 336 SO 017 151

Lambert, Robert G., Jr.
Portrait Gallery Illuminates--Grant's Triumphs, Failures.
Army Public Affairs, Washington, DC.
PUB DATE- Sep 85
NOTE- 12p.; For related documents, see SO 017 152-154.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil War (United States); Higher Education; Military Science; Museums; National Defense; Painting (Visual Arts); Photography; *Presidents of the United States; United States History
IDENTIFIERS- *Grant (Ulysses S)

The 100th anniversary of Ulysses S. Grant's death was observed on July 23, 1985. The Smithsonian National Portrait Gallery featured an exhibit of Grant portraiture, which covered his life, from its humble beginnings to military and political triumphs and to failures and disappointment. The exhibit included pictures, artifacts, and momentos from various times in Grant's life. His military service and two terms as President were emphasized. Grant's changing features were portrayed in photographs, paintings, and engravings from different times in his life span. These portraits seem to show an impassive and lackluster man, a rather ordinary person with little hint of greatness. Yet Grant's seeming ordinariness was a mask for keen intelligence and uncommon military leadership ability. His common ways appealed to masses of common men and enabled General Ulysses S. Grant to lead them to victory in the Civil War. A chronology of main events in Grant's life appears at the end of this essay. (JP)

ED 269 387 SP 027 563

Flora, June A.; And Others

The Effects of a Behaviorally Oriented Tenth Grade Nutrition Curriculum.

SPONS. AGENCY- National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 86
NOTE- 31p.
GRANT- HL07034; HL21906
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family Influence; Grade 10; *Health Education; High Schools; *Knowledge Level; *Nutrition Instruction; Student Attitudes; *Student Behavior

Two studies examined the impact of a five-session behaviorally oriented nutrition curriculum on health knowledge, behavioral intentions, attitudes, and self-reported behavior of tenth grade students. The first study examined the impact of a nutrition curriculum when combined with materials for the family and the impact of the curriculum when administered by a health educator or the classroom teacher. The second study examined the impact of the type of classroom instructor on student knowledge and behavior when administering the behaviorally oriented nutrition curriculum and the standard, or regular, nutrition curriculum. In both studies, outcome measures included pre- and post-assessments of nutrition knowledge, self-reported dietary behavior, self-efficacy, behavioral intentions, and attitudes. Significant changes were observed in student knowledge and behavioral intentions, and significant differences were seen for attitude change. Significantly greater changes in attitudes were seen when the curriculum was taught by the classroom teacher, and significantly greater improvements in knowledge were seen when the health educator administered the curriculum. The special behaviorally oriented curriculum brought about greater changes in knowledge, behavioral intentions, and self-reported behavior than did the more standard curriculum. (CB)

ED 269 035 IR 051 512

Miang, Ho Soo

ERIC: Online, Offline & Without Line. A Summary and a Report on the Staff Interaction Seminar at the Institute of Education Library (Singapore, January 18, 1986).

PUB DATE- 18 Jan 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Proceedings (021)
DESCRIPTORS- *Databases; *Indexes; *Information Systems; *Online Searching; Reference Services; Search Strategies
IDENTIFIERS- *ERIC

This presentation at a seminar for library staff and students describes the Educational Resources Information Center (ERIC) system as an information system designed to provide users with ready access to primarily English-language literature dealing with education by establishing a database, publishing abstracting journals, and reproducing documents in printed and/or microfiche formats. The document includes a description of the organizational composition of ERIC; information on searching ERIC both manually and online; a brief discussion of search strategy development; a description of the format of the two printed abstracting journals, Current Index to Journals in Education (CIJE) and Resources in Education (RIE); estimated costs of computer searches; and procedures for requesting an online search at the Institute of Education Library (IE), Singapore. A brief summary of the results of pre- and post-seminar questionnaires administered to 50 staff and student participants in the staff interaction seminar concludes this document. Appendices include a list of the 16 ERIC clearinghouses with their two letter codes; a sample online search strategy; sample online output; and copies of the pre- and post-seminar questionnaires with tabulated results. (THC)

ED 269 130 PS 015 743

Hall, Carol S.

Keyboarding in a Self-Contained Fourth-Fifth Grade Classroom.

PUB DATE- 23 Jul 85

NOTE- 46p.; Paper presented at the North Carolina Educational Microcomputer Conference (Greensboro, NC, October 1-2, 1985) and at the Computer Coordinator's F.O.C.U.S. '85 Workshop (Raleigh, NC, October 29, 1985). Master's Project, University of North Carolina at Greensboro.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Research; *Computer Literacy; Computer Software; Elementary Education; *Elementary School Students; Grade 4; Grade 5; *Keyboarding (Data Entry); *Microcomputers; *Reading Ability; *Time Factors (Learning)

IDENTIFIERS- Tutorial Software

Keyboarding was taught to a group of 26 fourth- and fifth-grade students in a self-contained classroom by an elementary classroom teacher using an Apple IIe microcomputer and two software programs: "Gregg Personal Keyboarding" and "Typing Tutor II." Intervention spanned 52 class days, including pre-, mid-, and posttest days, with each student having approximately 10 minutes of computer time per day. Total time of computer use was approximately 520 minutes per child. The instructional goal of the intervention required that students reach a speed of 20 gross words per minute (gwpm) with three or less errors per minute. Students achieved a mean speed rate of 19.73 gwpm, with an error rate of 5.96 on the 46-word timed writing instrument. Keyboarding scores were examined for differences associated with grade level, sex, reading ability, student access to typewriter or computer at home, and ability to play the piano. (Author/RH)

ED 269 229 SE 046 543

Fisher, Darrell L.; And Others

Assessment of Teachers' Perceptions of School-Level Environment.

PUB DATE- 86
NOTE- 28p.; Paper presented at a symposium "Research on Classroom and School Environment" at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related documents, see SE 046 542-544.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; Reliability; *Science Education; Secondary School Teachers; *Teacher Attitudes; Validity; *Work Environment
IDENTIFIERS- Science Education Research; *Work Environment Scale (Moos)

This paper begins with an overview of several instruments for assessing the school environment, focusing on Moos's Work Environment Scale (WES). Although the WES was designed for use in any work milieu, its 10 dimensions of work environment (involvement, peer cohesion, staff support, autonomy, task orientation, work pressure, clarity, control, innovation, and physical comfort) seem well suited to describing salient features of the teacher's school environment. The second part of the paper considers the validity of the WES when used for the first time specifically with school teachers. For example, administration of a slightly reworded version to 114 science teachers in 35 high schools revealed KR-20 reliability coefficients ranging from 0.60 to 0.85. The WES has now been cross-validated with larger samples of elementary and high school teachers responding to both an actual form (N=599) and a preferred form (N=543). Data analyses attest to the internal consistency, reliability and discriminant validity of both WES forms. The third part of the paper considers applications of the WES in science education and, in particular, presents profiles depicting interesting differences in the environments of elementary schools and high schools. For example, high school teachers (compared to elementary teachers) characterized their school environments as involving less work pressure. (Author/JN)

ED 269 290 SO 017 023

Hodkinson, Steve; Thomas, Linda
Economics in the General Curriculum 14-18. Curriculum Paper.
London Univ. (England). Inst. of Education.
REPORT NO.- ISBN-0-85473-208-X
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Core Curriculum; *Curriculum Development; Definitions; Economics Education; Educational Change; Educational Needs; Interdisciplinary Approach; Minimum Competencies; Postsecondary Education; Problem Solving; Secondary Education
IDENTIFIERS- United Kingdom

Intended to introduce educators in secondary schools and colleges to discussion promoting economic literacy for all students, this paper offers a critique of the typical economics curriculum, a rationale for economics education, and a working definition of economic literacy. The first section reviews and critiques current curriculum planning in the United Kingdom's secondary schools, questioning the basis on which some writers have justified the inclusion of economics in the curriculum. In the second section, it is argued that inclusion of economics understanding in "core" curriculum would be too overwhelming, based on the rationale that it is only through an economics perspective that students can achieve sufficient objectivity to ensure realistic scrutiny and evaluation of economic issues, problem experiences, and policies that confront individuals and nations. The third section translates themes from this argument into a working definition of economic literacy. Appendices containing examples of economics reasoning conclude the publication. (LH)

ED 269 370 SP 027 497

Bird, Anne Marie; And Others
The Observational Learning of a Timing Skill.
PUB DATE- 83
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; Modeling (Psychology); *Observational Learning; *Psychomotor Skills; Retention (Psychology); *Skill Analysis; *Skill Development

Current social learning theory proposes that motor skill information which is acquired by means of observational strategies is stored cognitively in the form of a conceptual representation. The latter is then said to be used as a basis for response production and as a standard for response corrections which occur as a function of performance feedback. What is not known is how much of skill practice time should be spent in observation of a model as opposed to receiving response-contingent feedback. To answer this question, seven experiemental conditions, which varied in regard to amount of practice time spent either in observing a model or receiving response-contingent feedback, were used with 84 subjects. The subjects were given 60 practice trials on a barrier task prior to performing 20 no-feedback retention trials and 20 no-feedback delayed retention trials. The results of the analysis of the immediate retention effects were somewhat equivocal in terms of providing any definitive answers. Most pronounced in the delayed retention analysis were the results which indicated that four out of five conditions, which included some combination of observational learning and performance feedback, were superior to performance feedback alone. A brief list of references is included. (Author/CB)

ED 269 404 SP 027 596

Directory of Organizations Related to Teacher Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 197p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Information Sources; *Institutions; *Public Agencies; *State Departments of Education; Teacher Associations; *Teacher Education; Voluntary Agencies

This directory lists more than 150 organizations, agencies institutions, and volunteer groups involved in developing teacher education curriculum, providing training, promoting professional advancement, instigating programs of innovative instruction and implementing educational policy for preservice and inservice training of teachers for educational, instructional and managerial applications. The organizations are listed alphabetically by their acronyms; the Acronym Index contains the acronyms used and the full name of each organization. Each entry is coded for the activity interests of the organization. Directory entries contain the organization's address; contact persons; telephone numbers; a brief description of membership and purpose; activities involving teachers, teaching and teacher education; and types of publications. Centers and laboratories funded by the U.S. Department of Education, Office of Educational Research and Improvement are in Appendix I and II. Appendix III contains a list of state departments of education, with the names and telephone numbers of the individuals responsible for teacher education and certification in that state. The information is correct effective November, 1985, and the directory will be updated periodically. (JD)

ED 269 419 TM 860 223

Achilles, C. M.; Lintz, M. N.
Evaluation of an "Effective Schools" Intervention. The Knoxville City Schools (KCS) Proficiency Test Project in Selected Ninth Grades, 1984-1985.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; *Compensatory Education; Criterion Referenced Tests; Grade 8; Grade 9; *Intervention; Junior High Schools; *Low Achievement; Outcomes of Education; Parent Participation; Program Effectiveness; *Program Evaluation; *School Effectiveness; Scores; Teacher Effectiveness; Testing Programs
IDENTIFIERS- *Effective Schools Research; *Knoxville City Schools Proficiency Test Project

This report evaluates an "effective schools" intervention project, the purpose of which was to improve achievement on proficiency tests in selected Knoxville City Schools (KCS). Six target schools, predominantly serving Knoxville's impoverished areas as identified by Chapter I and census data, were selected to work toward improving proficiency test scores of grade nine pupils. Effective school literature provided the framework for the intervention; school personnel implemented the correlates of effective schools. Students, staff/teachers, and parent/guardians received various "treatments" in keeping with effective schooling elements. The Bureau of Educational Research and Services was called upon to: (1) develop an interim evaluation report covering the first year of operation of this pilot project; and (2) develop and design an evaluation format to be used throughout the rest of the project to guide evaluation efforts. Data were collected, including scores on the State Proficiency Test, anecdotal reports, logs and timetables of activities, and teacher questionnaire data. Based on several analyses of varying degrees of sophistication, the Knoxville City School Proficiency Project was successful in achieving its major purpose of improving the test scores of ninth-graders. As with many effective schools projects, this evaluation was not able to identify which treatments had greatest impact. (LMO)

ED 269 433 TM 860 263

Ikeda, Hiroshi
On the Present Status of the Joint First-Stage Achievement Test (JFAT) for Selecting University Entrants in Japan.
PUB DATE- 19 Apr 86
NOTE- 28p.; Paper presented at the National Council on Measurement in Education (San Francisco, CA, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; College Applicants; *College Choice; *College Entrance Examinations; Foreign Countries; Foreign Students; Higher Education; *National Programs; Private Colleges; Scoring; Secondary Education; State Colleges; Test Construction; Testing Problems; Testing Programs; *Test Norms; *Test Results; Test Use
IDENTIFIERS- *Japan; *Joint First Stage Achievement Test (Japan)

The Joint First-Stage Achievement Test (JFAT) is a new unified college entrance examination developed in Japan. This report presents the statistical results of the JFAT and the applicants' behavior change which appeared through the first six years of administration from 1979 to 1984. Three major features of the JFAT are described: (1) jointly made achievement test; (2) comprehensive examination; and (3) open scoring system. The expected and unexpected outcomes of these three major features are presented. The jointly made achievement test has improved the quality of test items. Psychometrically, there is difficulty in controlling test statistics: (1) test items are discarded and created yearly; and (2) neither equating operations nor scale transformation procedures are currently in use. The comprehensive examination was designed to encourage high school students to study a broad curriculum, but the opposite occurred. Many students elected to enroll in private universities that require examinations in few subjects, thus avoiding the more difficult study that a broad curriculum implies. An open scoring system guaranteed fair and objective scoring and was thought to be helpful in making students' career plans. However, pre-admission rankings based on disclosed JFAT scores caused homogeneous self-selection to and rank ordering of universities. (Author/PN)

ED 269 049 JC 860 193

Washington State Student Services Commission. Student Assessment Task Force Report.

Washington State Board for Community Coll. Education, Olympia.;

Washington State Student Services Commission, Olympia.

PUB DATE- 16 May 85

NOTE- 28p.

AVAILABLE FROM- State Board for Community College Education; 319 East Seventh Ave., WEA Building, FF-11, Olympia, WA 98504.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; Community Colleges; *Evaluation Methods; Program Costs; Screening Tests; Statewide Planning; *Student Evaluation; Student Personnel Services; *Student Placement; Testing Programs; Two Year Colleges

IDENTIFIERS- *Washington

A description is provided of the work of the Student Assessment Task Force, which was charged by the Washington State Student Services Commission Executive Board to "provide leadership to the state system on the topic of assessment." Following background information on the charge of the task force and a statement of its objectives and philosophy, the report addresses the following issues: (1) the purposes and outcomes of assessment; (2) the percentage of community college students entering the system with basic skills deficiencies (50%-70% for English, 46%-66% for reading, and 53%-85% for mathematics); (3) components of model assessment programs currently in existence in the Washington community colleges (e.g., integration of assessment, advising/orientation and registration, automated systems for scoring and data collection, trained test administrators, no fee or low fee for students, techniques aimed at anxiety reduction, and self-assessment of students' self-concept and motivation); (4) cooperative efforts made by faculty and student services staff members to improve assessment services; (5) research or follow-up analysis; (6) access to the data generated by assessment; (7) the educational and/or experiential preparation needed by a coordinator of assessment; (8) criteria for selecting assessment instruments; and (9) the funding issues raised by survey data. The report concludes with task force recommendations, a report summary, a list of survey respondents and contact people, and a bibliography. (LAL)

ED 269 090 JC 860 239

Carter, Edith H., Ed.
Community College Journal for Research and Planning; Volume 4, Numbers 1-2.
American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.
PUB DATE- 85
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Planning; *Community Colleges; Educational Planning; Educational Research; Institutional Evaluation; *Institutional Research; Needs Assessment; *Student Characteristics; Student Placement; Two Year Colleges

Designed as a forum for the exchange of information among members of the National Council for Research and Planning, these two journal issues offer 10 articles concerning community college research and planning. The first issue presents: (1) "Just Testing," by Arthur M. Cohen; (2) "Enrollment Patterns of Adult Learning in a Community College," by Carolyn Hawkins, David Prendergarst, and Nancy McNerney; (3) "Institutional Research and End User Computing: The Development of an Information Center," by Michael Stevenson and R. Dan Walleri; (4) "Studying Employer Needs in a Time of Change," by Robbie Lee Needham; and (5) "AACJC Report: National Indicators and Enrollment Figures," by Rosemary Wholers. In addition, the journal includes an ERIC report on community college transfer students. The second issue contains "Needs Assessment and Institutional Vitality" by Adelbert Purga; "Planning for Change: Assessing Internal and External Environmental Factors," by Janis Cox Coffey; "Assessing the Professional Development Needs of Community College Managers: A Participatory Approach," by Ken Kempner and Mary K. Kinnick; "Multivariate Analyses of Urban Community College Student Performance on the ACT (American College Testing Program) College Outcomes Measures Program Test," by Gloria Kitabchi; and an ERIC report on evaluating college assessment and placement programs. (RO)

ED 269 104 JC 860 254

Cohen, Bill

Survey of Instructional Goals, Course Content and Pedagogy: A Case Study Conducted at Santa Monica College (Santa Monica, California), Spring, 1986.

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- 6 Jun 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Instruction; Community Colleges; *Course Content; Instructional Improvement; *Liberal Arts; School Surveys; *Teacher Attitudes; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA

A survey of instructors at Santa Monica College (SMC), in California, was conducted by the Center for the Study of Community Colleges to gather information on liberal arts instruction, course content, goals, and teaching patterns. With support from SMC administrators and liberal arts department heads, interviews were conducted with 23 instructors, including one or two teachers per discipline in the liberal arts and sciences. Survey findings included the following: (1) a majority of the instructors had attended universities in southern California; (2) among the instructors' major instructional goals were to introduce students to college-level work, expand students' horizons, and encourage students to take responsibility for their learning; (3) instructional assistance varied on a departmental basis, with most instructors in the Earth Sciences Department having teaching assistants and no instructors in the Speech, Psychology, Studio Art, or Foreign Language Departments having assistants; (4) among the instructional changes noted were greater leniency in grading, lessening of the volume of reading assignments, and shorter, more frequent tests; (5) there was a trend toward adding laboratory and field sections in anthropology, biology, geography, and some areas of music; (6) faculty were permitted to attract students to new courses using flyers or in-class presentations; (7) instructors reviewed up to 40 textbooks per semester for possible use in their next semester's class; (8) an average of four to eight exams were given each semester; (9) instructors indicated that their biggest problems in teaching were related to unmotivated, underprepared, and uninterested students; (10) instructors felt problems could be ameliorated through reduced course loads, time off to develop new courses, higher salaries, and student screening; and (11) the extent of professional involvement of an instructor within his/her field was linked to educational background. (EJV)

ED 269 145 PS 015 769

Hemmeter, Mary Louise; And Others

The Inadequacy of MLU as a Matching Criteria for Normally Developing and Handicapped Subjects.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Comparative Testing; *Criteria; *Language Acquisition; Language Research; *Matched Groups; *Mental Retardation; Research Needs; Research Problems
IDENTIFIERS- *Mean Length of Utterance; *Normal Children

The adequacy of mean length of utterance (MLU) as a criterion for matching retarded and normally developing children was investigated. Six normally developing and four retarded subjects were matched on MLU. Although matched on MLU, these two groups of children demonstrated both quantitative and qualitative differences in their use of language. Normally developing children produced a higher rate of intelligible speech and a greater proportion of that speech was devoted to spontaneous and multi-word utterances. In addition, these normally developing children demonstrated larger spontaneous vocabularies than the mentally retarded children. It appears that these differences were not simply a function of rate of intelligible speech. It is concluded that the data of this study support the argument made by Klee (1985) that MLU does not discriminate children's profiles of grammatical development. Linguistic matching of children demands multiple measures of child language. (Author/RH)

ED 269 160 PS 015 817

Elementary School Program Quality Criteria.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 58p.; For a related document, see PS 015 818.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.25; California residents must add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Drama; *Educational Assessment; *Educational Environment; *Educational Quality; Elementary Education; *Evaluation Criteria; Language Arts; Leadership Qualities; Mathematics Instruction; *Program Development; *Program Effectiveness; Program Implementation; School Activities; Science Instruction; Social Studies; Staff Development; State Standards
IDENTIFIERS- California

Designed as the first in a proposed set of three documents to be used to review elementary school programs in California, this guide describes the quality criteria used to judge program effectiveness for students. Criteria for a quality school program are provided in 13 areas: reading; written language; school effectiveness; special needs; oral language; mathematics; science; history-social science; visual and performing arts; learning environment; staff development; leadership; and planning, implementing, and evaluating the school program. The focus of each of the 13 criteria is described, and specific ways of meeting each criteria are listed. (HOD)

ED 269 245 SE 046 561

Barron, Marcelline A.
CATS--Computer Assisted Teaching in Science.
PUB DATE- May 86
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Chemistry; Computer Software; High Schools; *Physics; Science Education; *Science Experiments; *Secondary School Science

This document contains the listings for 46 computer programs which are designed to teach various concepts in chemistry and physics. Significant time was spent in writing programs in which students would input chemical and physical data from their laboratory experiments. No significant time was spent writing drill and practice programs other than assistance programs in unit conversions. The programs were written in BASIC language on an Apple II+ microcomputer with a language card, but they will rerun on Apple IIe and IIc microcomputers as well. Topic areas of the programs include: clock; cloud chamber; coefficient of friction; Coulomb's law; density; E field; enthalpy; gas; half life; ideal gas law; inclined plane; molar relationships; two-dimensional collisions; metric conversion; Ohm's law; pendulums; projectile motion; refraction; relativity; vector addition; velocity; waves; and others. These programs are offered as a beginning upon which users can build and modify. Several programs call for B-files (particularly those involving graphics). Since these files are written in machine code, they are not listed in this document. Users can create their own graphics or can send blank disks to obtain copies of the B files. (JN)

ED 269 306 SO 017 097

Parker, Franklin
People's Republic of China, Brief History and School Policy.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *Chinese Culture; *Educational Attainment; *Educational History; Elementary Secondary Education; Higher Education; Politics of Education; Preschool Education; Sociocultural Patterns; Teacher Education
IDENTIFIERS- *China; Cultural Revolution (China); Great Leap Forward; *Mao Zedong

Citing as a central focus of the Chinese government since the People's Republic of China was established in 1949, this paper presents a brief sociopolitical and historical description of China in the twentieth century and suggests reasons for its lack of modern development and low educational attainment as of 1949. The importance of education as a major factor in national policy is described with special attention to Communist ideological differences between the "red" or Maoist form and the "expert" or meritocratic model. Recent developments and the impact of economic and political reforms are having a continuing impact on Chinese educational policy. (CFR)

ED 269 352 SP 027 292

World Directory of Schools of Public Health and Postgraduate Training
Programmes in Public Health.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-150007-7
PUB DATE- 85
NOTE- 190p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue,
Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Foreign Countries; *Graduate Study; *Health Education;
Higher Education; *Public Health

This directory lists the institutions that provide full-time postgraduate courses in public health lasting at least one academic year. Other institutions, such as schools of medicine, that have a department of public health or community health offering postgraduate programs in public health are also included. A total of 216 institutions in 54 countries are represented. This directory is intended primarily for administrators and educators in the health field and for health personnel interested in building upon their background of knowledge in public health by undergoing further graduate and postgraduate training. The basic postgraduate public health courses offered in each country are described, as well as other related courses, and particulars are given of the institutions where they are available. Information is included on: admission requirements, curriculum, student assessment, and qualification requirements. (CB)

ED 269 062 JC 860 206

Osborn, Frances P.
Fact Book. Monroe Community College, Fall 1985.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- 85
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *College Administration; College Faculty; Community Colleges; Educational Facilities; *Educational Finance; Financial Support; *Institutional Characteristics; *School Business Relationship; *School Community Relationship; School Personnel; Student Personnel Services; Two Year Colleges; *Two Year College Students

A descriptive profile is provided of Monroe Community College (MCC). Section I offers background information on the history, purpose, and facilities of the college. Section II contains a brief profile of MCC's service area, looking at the population and quality of life in Rochester, New York, and examining the school's relationship to the community. In section III, data are presented on the characteristics of MCC students, evening students, alumni, faculty, and staff. Section IV focuses on MCC's academic programs, covering transfer, business, technology, health science, and service programs. Evidence of excellence at MCC is cited in section V, which highlights the ways in which MCC, its programs, students, graduates, alumni, faculty and staff, and departments and programs have been honored and recognized. Section VI considers ways in which MCC relates to local businesses, the community of Monroe County, and other colleges and universities. An overview of campus services and activities is presented in section VII, which looks at the library, computer holdings, recent innovations, student services, campus communications, recreational and cultural events, facilities, administrative and instructional services, and faculty resources and development. Section VIII explains how MCC is organized, offering information on the board of trustees, administrative structure, academic governance organization, MCC Foundation, Inc., MCC Alumni Association, and MCC Association, Inc. Finally, Section IX presents financial data regarding tuition and fees, revenues and appropriations, and costs. (AYC)

ED 269 076 JC 860 220

Webb, Elaine
Followup Study of Transfer Students from C.O.S. to California State University, Fresno, & California Poly-Technic State University, San Luis Obispo, Fall 1984.
College of the Sequoias, Visalia, CA. Office of Institutional Research.
PUB DATE- Jul 85
NOTE- 46p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; *Grade Point Average; *Majors (Students); Postsecondary Education; State Universities; Transfer Policy; Two Year Colleges; *Two Year College Students

A study was conducted at College of the Sequoias (COS) to assess the academic success of students transferring to California State University, Fresno (Fresno State), and California Poly-Technic State University, San Luis Obispo (Cal-Poly). The study focused on the number of units completed at COS, grade point average (GPA) at COS, COS units accepted at the transfer institution, present class level, units completed at the transfer institution, transfer GPA, and student major. Study findings, based on data on 65 Fresno State students and 14 Cal-Poly students, included the following: (1) Cal-Poly accepted 93%-94% of all courses taken at COS, while Fresno State accepted 85%-90%; (2) overall, the GPA of COS students dropped somewhere from .3 to .5 grade points after transferring; (3) students experienced a larger drop in GPA at Cal-Poly than at Fresno State; and (4) students transferring to the Social Science Department at Fresno State experienced a slight increase in GPA. The bulk of the study report consists of data tables and graphs illustrating data on the transfer students. (AYC)

ED 269 175 RC 015 658

Gall, Robert S.

Electronic Networking in the Rural Special Education Environment.

PUB DATE- Oct 85
NOTE- 63p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Access to Information; Computer Assisted Instruction; Computer Managed Instruction; Elementary Secondary Education; Foreign Countries; *Information Networks; *Microcomputers; *Rural Education; *Special Education; Technology Transfer; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- Canada

Rural-based special educators are examining the use of microcomputer technology to provide service to special education students. Recent literature is replete with examples of situations where microcomputer telecommunications have altered the isolation of special need populations in areas of communication, computer access, environmental control, and mobility. Exemplary networks include SpecialNet, INTELSAT, SHARE, the Kentucky Project, DEAFNET, CONFER, and MERIT. Telephone-based data-communication systems, utilizing standard telephone utilities, can tap services of global telephone networks and place isolated users in instant liaison with selected partners. Such systems require microcomputers and modems, optional printers, plus appropriate software. Almost 350 data repositories are available for accessing by microcomputer and modem, including DIALOG, BRS, and SpecialNet which offers electronic mail, bulletin board, and data collection/information management services targeted specifically to those involved in special education. An example of a small-scale, service-oriented electronic network is Prairie Post, a bulletin board developed by the Rural Special Education Outreach Project, University of Lethbridge (Alberta, Canada). Although microcomputers have already demonstrated their ability to support improved initial learning and transfer of knowledge organized and delivered by competent teachers--and are already present in many schools--appropriate utilization and equitable distribution to handicapped students will require vehement advocacy by special educators. (NEC)

ED 269 188 RC 015 691

Tingley, Wayne
A Survey of Professional Training and Certification of Rural Administrators and Rural Teachers in New Mexico.
PUB DATE- May 86
NOTE- 104p.; Ph.D. Dissertation, New Mexico State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Public Schools; Questionnaires; *Rural Education; *Rural Schools; *Student Teacher Attitudes; Teacher Background; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Recruitment; Teaching Conditions; Teaching Experience
IDENTIFIERS- *New Mexico

Teachers and administrators in rural New Mexico schools and preservice teachers at New Mexico State University were surveyed to determine components that could be included in teacher education programs to augment prospective rural teachers' skills and to ease problems of recruitment/retention of certified personnel in rural schools. Questionnaires from 169 rural public elementary/secondary school teachers provided information on experience, certification, training, teaching conditions, and ways of staying up-to-date professionally. Questionnaires from 16 administrators addressed preparation for administering rural schools, teaching/administrative experience, staying professionally current, and acquisition and retention of certified teachers. Opinionnaires from 108 preservice teachers addressed adequacy of teacher training for rural educators, students' perceptions of rural schools, number of credits earned in specialties, and professional development. The study found that: 98.2% of teachers and 75% of administrators were certified, rural educators tended not to be transient, certification requirements did not adversely affect rural educators, 43.8% of the respondents taught multigrade classes, and 54.4% of respondents felt teacher training prepared them for rural teaching. Data on the surveyed population, schools, and professional characteristics are presented in summary and tabular form. Questionnaires and lists of school districts form the appendix. (LFL)

Hwang, Sean-Shong; Albrecht, Don E.
Factors Associated with the Fulfillment of Residential Preferences.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.; Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- Aug 85
NOTE- 41p.; Additional support was provided by the Stewart Title Guaranty Company.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Homeowners; Housing; Metropolitan Areas; *Place of Residence; Psychological Characteristics; Racial Factors; *Residential Patterns; Rural Areas; Social Characteristics; Socioeconomic Influences; Suburbs; Urban Environment
IDENTIFIERS- Life Cycles; *Priorities; Satisfaction; *Texas

A 1983 survey of Texas homebuyers reveals a high degree of mismatch between the preferred and actual residence of homebuyers. Such mismatch is examined using social/psychological, life-cycle, racial, socioeconomic, and occupational factors as possible explanations. Questionnaires mailed to a stratified random sample of 960 homebuyers across 12 geographical areas of the state yielded 432 usable responses. Their analysis indicates that the logic of fulfilling residential preference is largely determined by the types of areas in which one prefers to live, neighborhood satisfaction, and the age of homebuyers. Preferred and actual residence mismatch is most common among homebuyers who prefer a suburban location, less so for people who prefer nonmetropolitan residences, and is lowest among people who prefer to live in central cities. The psychological argument that people tend to modify their preference in congruence with their neighborhood living experience is also supported; the proportion of fulfilled persons is highest among those who are highly satisfied with their current neighborhood. Finally, younger persons suffer a higher degree of residence mismatch than older persons. Such findings corroborate theoretical arguments advanced by students of population mobility. Some possible reasons are suggested to explain the failure to find evidence to support racial and socioeconomic arguments. (Author/NEC)

Indian Health: Budgetary Effects of Indigent Indians' Medical Costs on Two Montana Counties. Fact Sheet for Congressional Requesters.

General Accounting Office, Washington, D.C.

PUB DATE- Mar 86
NOTE- 11p.
GRANT- GAO/HRD-86-68FS
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies are free; additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indians; *County Programs; Economically Disadvantaged; Federal Aid; Federal Indian Relationship; Financial Support; Health Needs; Local Government; Low Income Groups; *Medical Services; *Program Costs; Property Taxes; *Tax Allocation
IDENTIFIERS- Fort Belknap Reservation MT; *Montana (Blaine County); *Montana (Hill County); Rocky Boy Reservation MT

A fact sheet reported medical care costs incurred and funding sources received by county and local governments in Blaine and Hill Counties, Montana, to provide care for indigent Indians. Data obtained from county clerk and recorder offices and welfare departments showed that Blaine County spent about 1% of its operating revenue on indigent medical care in fiscal years 1982-85 and incurred 21% of its indigent medical care costs for Indians in fiscal years 1984-85. Hill County spent 2% of its operating revenue on indigent medical care in fiscal years 1982-85 and incurred 32% of its indigent medical care costs for Indians. Neither county received federal funds for indigent medical care during the 4-year period. Property taxes provided 95% of Blaine County funds and 94% of Hill County funds for indigent medical care; 18.4% of Blaine County's and 4% of Hill County's property tax base were found to be nontaxable Indian lands comprising the Fort Belknap and Rocky Boy Reservations. Four tables provide county revenue/cost schedules and county costs for indigent Indian medical care; four figures illustrate sources of funding. (LFL)

ED 269 260 SE 046 579

Heard, Richard W.
Guide to Common Tidal Marsh Invertebrates of the Northeastern Gulf of Mexico.

Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- MASGP-79-004
PUB DATE- 82
NOTE- 88p.
GRANT- 04-8-M01-92; NA81AA-D-00050; NA79AA-D-00049
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biology; *Classification; *Estuaries; Higher Education; *Marine Biology; Physical Environment; Science Education; *Zoology
IDENTIFIERS- Gulf of Mexico; *Invertebrates; *Tidal Marshes

The major groups of marine and estuarine macroinvertebrates of the tidal marshes of the northern Gulf of Mexico are described in this guide for students, taxonomists and generalists. Information on the recognition characteristics, distribution, habitat, and biology of salt marsh species from the coelenterate, annelid, mollusk and arthropod phyla is given. The taxonomy of some species is clarified. Most of the species discussed are illustrated. Binomial scientific names are used in the guide, but common names are provided when known. The authorities who originally named and described the species and the year in which it was described are credited. A bibliography of related publications is given. Taxonomic keys and schematic drawings of some polychaete worms, mollusks, and crustaceans associated with tidal marshes are also provided. A glossary contains frequently used terms associated with organisms of the tidal marsh. (ML)

ED 269 276 SE 046 598

Sophian, Catherine

Early Developments in Children's Use of Counting to Solve Quantitative Problems.

PUB DATE- 12 Mar 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computation; Educational Research; Elementary Education; Elementary School Mathematics; *Mathematics Instruction; *Number Concepts; *Preschool Children
IDENTIFIERS- *Mathematics Education Research

This study systematically examined developmental changes in the flexibility of preschool children's counting skills by assessing their use of counting to solve different kinds of quantitative problems at several preschool age levels. Three principal kinds of quantitative problems were considered: (1) quantifying a given set; (2) generating a set of a specified numerosity; and (3) comparing two numerical quantities. In the first experiment 18 three-year-olds and 18 three-and-one-half-year-olds were tested on a relative numerosity task and on counting sets of objects. The second experiment included 17 three-and-one-half-year-olds, 19 four-year-olds, and 18 four-and-one-half-year-olds; they were tested on numerosity and on counting a wider variety of quantitative problems. Recurrent limitations on young children's use of counting were found that cannot be wholly explained either by lack of knowledge about how to count or by performance factors. Young children's limited use of counting may stem from important restrictions on what they understand about when or why they should count. Educational implications are then discussed. (MNS)

Lambert, Robert G., Jr.
Grant and the Black Soldier.
Army Public Affairs, Washington, DC.
PUB DATE- Sep 85
NOTE- 17p.; For related documents, see SO 017 151-154.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Black History; Civil Rights; *Civil War (United States); Military Science; Minority Groups; *Presidents of the United States; United States History
IDENTIFIERS- *Grant (Ulysses S)

General Ulysses S. Grant reflected the prevailing views of his community and times concerning social attitudes. Although opposed to slavery, he was not a strong advocate of liberties and rights for black people. Like President Lincoln, Grant at first opposed use of black troops in the Civil War. On July 17, 1862 black recruitment was approved and black military units, led by white officers, were organized. The black soldiers performed admirably in several battles. General Grant enthusiastically endorsed participation by blacks in the wartime Army, but expressed reservations about encouraging their continuation as regulars in the full-time Army. When military necessity faded, Grant's enthusiasm for black military units declined. At the end of the war, General Grant advised against using black troops in the occupation of the defeated southland. He did support strongly passage of the Fifteenth Amendment, which gave black males the right to vote. As President, Grant wavered in support of Reconstruction laws that protected the rights of black people in the former Confederate states. In this, President Grant believed he was following the will of the majority. In racial matters, Ulysses S. Grant was primarily a reflector of public opinion, not a leader of it. A chronology of main events in Grant's life is appended. (JP)

ED 269 036 IR 051 513

Boorstin, Daniel J.
The Indivisible World. Libraries and the Myth of Cultural Exchange. The Center for the Book Viewpoint Series No. 15.
Library of Congress, Washington, DC. Center for the Book.
REPORT NO.- ISBN-0-8444-0519-1
PUB DATE- 19 Aug 85
NOTE- 14p.; Paper presented at the General Conference of the International Federation of Library Associations (Chicago, IL, August 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; *Cultural Exchange; Global Approach; *International Cooperation; *Libraries; Library Role; Library Standards; *National Libraries; Position Papers; Program Descriptions
IDENTIFIERS- *International Librarianship; *Library of Congress

These remarks suggest that, although the world's cultures--and the culture of books--may be defined by languages, by traditions, and by historical movements, they are not confined by national boundaries: all boundaries in the world of culture and ideas are artificial and all are doomed to be dissolved. Since all culture belongs to all people, books and ideas create a boundless world, and librarians of the world are servants of an indivisible world. To keep that world indivisible is the most urgent and most difficult task for librarians. Political, economic, or military chauvinists who would like to make libraries narrowly national, and ideologues who try to sanitize the books that are published, are the enemies and saboteurs of the work of the world's librarians. The Library of Congress (LC) is attempting to serve an indivisible world of culture and books and ideas: only about one-quarter of the library's books are in English, while three-quarters are in the other languages of the world. In collecting and preserving other cultural objects--photographs, graphic art, motion pictures, music, and maps, LC tries to display the full spectrum of the cultures of mankind. Despite the cost and time-consuming nature of this effort, LC does not allow itself to be confined by the cultures of Europe and the West. (THC)

Martorana, S. V.
Community Colleges: How to Develop a Positive Liaison with State Lawmakers. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 6p.
CONTRACT- 400-83-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Community Colleges; *Educational Policy; *Government Role; *Government School Relationship; Institutional Autonomy; Leadership Training; *Policy Formation; *State Government; *State Legislation; Two Year Colleges

Community colleges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community college leaders to develop positive liaisons with state public policy makers and law makers. Given the need for positive relations with state officials, community college leaders face a complex of four interrelated problems: (1) limited preparation in the area of inter-leader, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and patterns of policy formation; and (4) lack of knowledge about the theory and practice of effecting change in public policy directions. These handicaps must be overcome if community college leaders are to persuade state-level policy makers to favor greater institutional autonomy or if they are to assure that state-level policies are formulated to serve the colleges' best interests. (RO)

Work and Family in the United States: A Policy Initiative. A Report of the Family Policy Panel of the Economic Policy Council of UNA-USA.

United Nations Association of the United States of America, New York, N.Y.

REPORT NO.- ISBN-0934-654-63-8
PUB DATE- 86
NOTE- 194p.
AVAILABLE FROM- Publications Department, UNA-USA, 300 East 42nd Street, New York, NY 10017 ($10.00; 20% discount on 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Case Studies; Comparable Worth; *Day Care; Developed Nations; Early Childhood Education; Equal Opportunities (Jobs); *Family Life; Flexible Working Hours; *Fringe Benefits; Global Approach; *Labor Force; *Leaves of Absence; *Public Policy; Unions
IDENTIFIERS- *Family Policy

As part of its world employment project, the Economic Policy Council of the United Nations Association of the United States formed the family policy panel to further examine the extent of ongoing changes affecting the family, the workplace, and the economy. In its work, the family policy panel concentrated on five issues considered central to the framework of any family policy: maternity and parental leaves and benefits, child care, maternal and child health care, equal employment opportunity and pay equity, and flexibility in the workplace. The panel arrived at a set of specific policy options which are presented in this document prior to discussions of the family and the labor force, implications for families, implications for employers, international perspectives on family policy, and the five policy issues mentioned above. Appendix A provides a table of basic data concerning maternity, paternity, and parental leaves as of 1984 in other western industrialized countries, such as France, German Democratic Republic (East Germany), Italy, Sweden, and the United Kingdom. Appendix B presents six case studies involving Merck & Co., Inc.; American Can Company; Steelcase, Inc.; Service Employees International Union, AFL-CIO-CLC; Communications Workers of America, AFL-CIO; and Empire State Day Care Services Corporation. Information about the Economic Policy Council, the United Nations Association of the USA, and its reports and book series is also included in the document. (RH)

ED 269 146 PS 015 770

Blair, Gillian; Kaiser, Ann P.

Single Subject and Group Data: Choosing the Middle Path.

PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Data Analysis; *Individual Differences; *Language Acquisition; Longitudinal Studies; Moderate Mental Retardation; *Mothers; *Research Problems
IDENTIFIERS- Elicitation Techniques; *Group Data; Normal Children; *Strategic Behavior

Discussed are limitations of studies focused on group data and some alternative conventions that might be used in reporting data so that it accurately represents individual subjects' patterns of language development. Evidence is presented from (1) a study of mothers' attempts to elicit verbal behavior from their normally developing or moderately retarded children, (2) an 18-month study of developmental trends in mothers' choice of verbal behavior elicitation strategies, and (3) a review of 5 years of research presenting group data in five prominent journals and focusing on mothers' strategies for eliciting children's verbal behavior suggests that reporting only group data may be inadequate. Presentation of group data may be enhanced by (1) describing the number of subjects that resemble the group data; (2) showing the range, mean, and standard deviations of scores; and (3) presenting individual data graphically so that profiles deviating from the group data are immediately apparent. (RH)

ED 269 161 PS 015 818

Handbook for Conducting an Elementary Program Review.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 109p.; For a related document, see PS 015 817.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50; California residents must add sales tax
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Drama; *Educational Assessment; *Educational Environment; *Educational Quality; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Language Arts; Leadership Qualities; Mathematics Instruction; *Program Effectiveness; Program Implementation; School Activities; Science Instruction; Social Studies; Staff Development
IDENTIFIERS- California

To be used in conjunction with a document providing evaluation criteria for quality elementary school programs, this guide is designed to help members of a program review team conduct a program review. The first chapter describes the methodology and procedures of program review, the application of quality criteria to the school's curricular and instructional program, and the means by which suggestions for increasing the effectiveness of the instructional program might be developed. The second chapter describes the quality criteria and contains cautions for reviewers about the application of the criteria to the school program. The final chapter describes how the transaction between the review team and the school results in a design for improving the program offered to the students. (Appendices contain the quality criteria and a guide for schools conducting a self-study.) (HOD)

ED 269 230 SE 046 544

Schibeci, Renato; And Others
Effects of Classroom Environment on Science Attitudes: A Crosscultural Replication in Indonesia.
PUB DATE- 86
NOTE- 27p.; Paper presented at a symposium "Research on Crosscultural Replication in Indonesia. Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related documents, see SE 046 542-543.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Classroom Environment; *Cross Cultural Studies; Developing Nations; Foreign Countries; Science Education; Secondary Education; *Secondary School Science; *Student Attitudes
IDENTIFIERS- *Indonesia; Science Education Research

A three-phase study, with a different sample for each phase, involved a total of 1125 secondary school students in Indonesia. The first phase involving 373 grade 8 and 9 students was used to develop and validate an Indonesian classroom environment instrument with eight scales based on the Individualized Classroom Environment Questionnaire and the Classroom Environment Scale. In the second phase of the study, 502 Indonesian science students in grades 11 and 12 were involved in a translation, adaptation, and validation of a four-scale Indonesian version of the Test of Science-Related Attitudes. In the third phase, these new Indonesian attitude and environment scales were used with another sample of 250 Indonesian biology students in an investigation of the effects of classroom psychosocial environment on students' science-related attitudes. The finding of statistically significant associations between environment and attitudes replicated much prior work in science classrooms in developed countries. For example, more favorable science-related attitudes on several scales were found in classes perceived as having more personalization, participation, investigation, order, and organization. (Author)

ED 269 291 SO 017 040

Mercieca, Charles
Education for Peace: What It Entails.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Community Involvement; Conflict Resolution; Course Content; Definitions; Educational Change; *Educational Needs; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Higher Education; International Relations; *Peace; Problem Solving; Public Agencies; Seminars; Socialization; Student Participation; Teaching Methods

How peace can be "enforced" on an entire generation through education is discussed. The goals of education for peace are several. For example, it would enable people to cope with issues of modern society, help them develop an understanding of different cultures, and prepare them to actively participate in the governmental policy-making process. To become peace loving, a person must go through a series of socialization steps, e.g., reduction of aggression, elimination of general tension, courage to deal with conflicts. Education for peace has many general characteristics. For example, it must be pluralistic and involve every sector of the community. There should be various educational experiments apart from the traditional school. The classroom environment needs to undergo radical changes. Teaching methods need to encourage student participation and interaction as well as the use of a variety of teaching media. The shortest way to the achievement of the full objectives of peace education is to have community agencies participate in a seminar on the promotion of international understanding. The content of such a seminar is described. (RM)

ED 269 322 SO 017 119

Social Studies Curriculum Guide: Grade 6.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-6
PUB DATE- May 84
NOTE- 116p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Behavioral Objectives; Concept Formation; Cross Cultural Studies; Curriculum Guides; Economics Education; *Geographic Regions; Geography Instruction; Grade 6; History Instruction; Intermediate Grades; Learning Activities; Outcomes of Education; Political Science; Sequential Approach; Skill Development; Units of Study; World Affairs; World Problems
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade six in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade six, world cultures and geography, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade six, the areas of study covered are: overview of social studies, geography, history, culture, economics, political science, and modern world problems. (LP)

ED 269 353 SP 027 336

Schumacher, Sally
Evaluation in a Collaborative Teacher Education Program: Formative Results and Summative Plans.
PUB DATE- Feb 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; *Educational Research; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; Teacher Characteristics; Teacher Workshops

Evaluation in a collaborative teacher education program presents challenges which can lead to institutional and programmatic changes. During 1984-85, formative and summative evaluation designs were developed by a committee of school/university participants. This paper summarizes the findings of formative data collected in four studies on: (1) collaborative organizational processes; (2) assessment of a workshop/seminar series; (3) characteristics of preservice teachers; and (4) generic objectives for the Collaborative Preservice Teacher Education Program. The summative design to be implemented in 1986-87 is also described, and the implications of these studies for continuing program development, accreditation, state department approval, teacher certification, and the model of a collaborative teacher education program are suggested. (CB)

ED 269 371 SP 027 498

The ERIC Guidebook to the Background Papers for "A Call for Change in Teacher Education: The Report of the National Committee on Excellence in Teacher Education."

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 49p.
CONTRACT- OERI-400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Beginning Teachers; *Educational Research; *Preservice Teacher Education; Schools of Education; *Teacher Certification; *Teacher Education Programs

This guidebook contains abstracts of papers by the following authors: (1) Michael D. Andrew; (2) Herman E. Behling, Jr.; (3) Ken Carlson; (4) Frederic R. Cyphert and John E. Nichelson; (5) Barbara Dubitsky; (6) David H. Florio; (7) Eva C. Galambos; (8) Hendrik D. Gideonse; (9) Gary A. Griffin; (10) Martin Haberman; (11) Gene Hall, Walter Doyle, and James Hoffman; (12) Linda B. Jones; (13) Harry G. Judge; (14) Mary M. Kluender; (15) Richard C. Kunkel; (16) William J. Leach and Lester Solomon; (17) Norma Nutter; (18) Bruce A. Peseau; (19) Mary Anne Raywid; (20) Sharon B. Robinson; (21) Robert L. Saunders; (22) Dale Scannell; (23) Henrietta Schwartz; (24) Othanel B. Smith; (25) David C. Smith; (26) David C. Smith and Garfield W. Wilson; (27) Richard C. Wallace, Jr.; (28) Kenneth R. Howey; and (29) Edward J. Meade, Jr. (JD)

King, Al
Ways to Improve Schools and Education through Education-Community Partnerships. Executive Summary of the Final Report.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 24p.; For earlier report, see ED 256 065. For Final Report, see SP 027 535.
CONTRACT- 400-83-0007-P-4
AVAILABLE FROM- SEDL Publications, 211 E. 7th Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Inservice Teacher Education; *Program Development; *Program Effectiveness; *School Business Relationship; *School Community Relationship; Secondary Education; Work Experience Programs
IDENTIFIERS- *Ways to Improve Schools and Education Project

The Ways to Improve Schools and Education (WISE) Project sought to enhance school productivity by more effective use of community resources. WISE worked with three sites: Albuquerque, New Mexico; Austin, Texas; and Oklahoma City, in 1983-84. In 1985, three more sites were added: Little Rock, Arkansas; Jackson, Mississippi; and New Orleans, Louisiana. At each site a Liaison Team (LT) was organized consisting of representatives from the school district, a collaborating business or chamber of commerce, an institution of higher education; the state education agency, and the Southwest Educational Laboratory. Project WISE accomplished the following: (1) assisted with the establishment and implementation of collaborative activities at the six sites; (2) interacted with other partnerships in the United States; (3) reviewed pertinent literature; (4) shared information among its sites; and (5) conducted working conferences of its LTs. Project WISE and its LTs produced Models and Guidelines for Partnerships in Education. These operational Models and Guidelines are experience-based,

research-based, and operational in translating research into practice. (JD)

ED 269 405 SP 027 597

Benz, Carolyn R.; Newman, Isadore

Qualitative-Quantitative Interactive Continuum: A Model and Application to Teacher Education Evaluation.

PUB DATE- Mar 86

NOTE- 45p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (38th, Chicago, IL, February 26-March 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Program Evaluation; *Research Methodology; *Teacher Education Programs

This paper presents a model for qualitative and quantitative evaluation research that has been used in a preliminary way in evaluating a teacher education program. The model is based on three underlying constructs which are hierarchical in nature: (1) the assumption that the question of interest always must dictate the structure of the research design; (2) accessibility of data; and (3) that data are operationally defined as qualitative or quantitative according to their use. Graduates of teacher education programs in 1980 through 1983 responded to two open-ended questions regarding the most important topic to be added to the teacher education program and the most important topic to be deleted from the program. Quantitative and qualitative analyses revealed: (1) where first-year teachers felt ill-equipped; (2) where the teachers reported themselves to be well prepared and satisfied; (3) how these findings relate to new standards on teacher certification; (4) implications for what college students and new teachers expect teaching to be like; and (5) methodological implications for using qualitative and quantitative methods to enhance a study. (CB)

ED 269 434 TM 860 264

Khammash, Salma B.

A Pictorial Test Assessing Aural-Vocabulary of Arabic-Speaking Children at Kindergarten and Early Primary Levels.

PUB DATE- 17 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Arabs; Auditory Stimuli; Early Childhood Education; Foreign Countries; *Foreign Students; Individual Testing; Language Proficiency; *Limited English Speaking; Norm Referenced Tests; Pictorial Stimuli; *Test Construction; Test Reliability; Test Validity; *Visual Measures
IDENTIFIERS- *Arabic Picture Vocabulary Test; *Jordan; Peabody Picture Vocabulary Test (Revised)

This paper presents the development of the Arabic Picture Vocabulary Test (APVT), derived from the Peabody Picture Vocabulary Test-Revised, for use in assessing the aural-vocabulary of newly arrived limited English proficiency children, from kindergarten through grade three, whose first language is Arabic. The APVT, an individually administered norm-referenced power test was designed for students who have normal sight and hearing, and who understand Modern Standard Arabic to some degree. The 150 item test, arranged in order of increasing difficulty, consists of a page of pictures which together with a spoken word constitutes a test item. The task is to identify a picture that best illustrates the stimulus word meaning. Testing requires 20 to 30 minutes and is scored during administration. The APVT, translated and adapted to Arabic, was validated and standardized in Jordan on a representative sample of 2,900 students (1,450 girls, 1,450 boys). Raw scores were converted to age-referenced norms. Test-retest reliabilities were considered to be an unbiased estimate of reliabilities of the corresponding standard score equivalents. Field testing of the APVT is currently underway in the Dearborn Public Schools (Michigan), in an attempt to cross validate the APVT. (Author/PN)

ED 269 307 SO 017 098

Parker, Franklin
Historiography in the People's Republic of China: Annotated Bibliography (Historians, History Teaching, History Writing).
PUB DATE- 86
NOTE- 21p.; For related documents, see SO 017 093-095.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communism; *Historiography; *History Instruction; *Marxian Analysis; Public Policy; Research; Social Sciences
IDENTIFIERS- *China; Cultural Revolution (China)

A total of 78 books and journal articles examining the writing and teaching of history in China are annotated. While some of the cited works review the importance of history and historical analysis throughout Chinese history, the primary focus is on historiography in the People's Republic since the 1949 Revolution. Major emphasis is placed on the impact of Marxian and Maoist thought on historical research, analysis and writing. The specific influence of the Cultural Revolution is described. The bibliography includes publications written in Chinese, French, German, Italian, Korean, and Russian; but all abstracts are in English. (CFR)

ED 269 050 JC 860 194

Rosenwasser, Marie
Basic Skills Education in Washington Community Colleges: FTE's, Ratios, Student Characteristics.

Council on Learning Assistance Services, Ocean Shores, WA.; Washington State Board for Community Coll. Education, Olympia.
PUB DATE- May 85
NOTE- 27p.; Paper submitted to the Instructional Commission of the Deans of Instruction of Washington's Community Colleges. For a related document, see JC 860 195.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; Community Colleges; *Developmental Studies Programs; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; *Remedial Instruction; State Surveys; *Student Characteristics; Teacher Student Ratio; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington

A research project was conducted in fall 1984 to identify all developmental classes taught in Washington's community colleges and to collect enrollment and student data for the entire system. Study findings, based on responses from 23 colleges and information provided by the Washington State Board for Community College Education, included the following: (1) 15.1% of the system's full-time equivalents (FTE's) were generated by basic skills classes in fall 1984; (2) campus student/faculty ratios ranged from 75:1 to 15:1, with a system average ratio of 33:1; (3) over 18,000 students were enrolled in one basic skills course in fall 1984, over 4,000 were in two developmental courses, and over 3,000 were in three or more courses; and (4) of the students taking at least one basic skills course, 39% were enrolled full-time, 49.6% were male, 15.8% were Asian, and 71.9% were white. The bulk of the report consists of data tables showing statewide and college enrollment statistics. (LAL)

ED 269 091 JC 860 240

Watts, Gordon E., Ed.
The Journal of Staff, Program, & Organizational Development; Volume 1, Numbers 1-4, 1983.

PUB DATE- 83
NOTE- 125p.
AVAILABLE FROM- New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076 ($14.00, individuals; $20.00, libraries; $12.00, quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Faculty Development; Faculty Evaluation; Instructional Improvement; Merit Pay; *Organizational Development; Part Time Faculty; *Program Development; Program Evaluation; Reduction in Force; *Staff Development; Teaching Assistants

Designed as a forum for the exchange of practical and theoretical information regarding all aspects of personal, professional, and institutional development in postsecondary education, this journal contains articles, announcements, and resource reviews. The first issue of 1983 includes the following articles: "Institutionalizing Staff, Program and Organization Development," by Roland Terrell; "From Staff to Strategically Focused Institutional Development... A Future for SPD," by Philip R. Day, Jr.; "The Educational Effectiveness Inventory," by Barton R. Herrscher; "Evaluating Part-Time Faculty Performance," by Jim Hammons and Gordon Watts; and "20 Tips for Staff Development Programmers," by Roger Worsley. The second issue presents "In Praise of Fewer Administrators," by Donald D. Nichols and William H. Stuart; "What Makes Part-Timers Tick?" by Patricia Craig Brams; "The Staff Development Program: An Institutional Resource for Program Evaluation," by Timothy Nolan; and "Assessing and Responding to the Needs of Teaching Assistants," by Al Smith and Susan Goodale. The third issue contains "Participation: The Key Ingredient in Developing Acceptable Student Rating Instruments," by Larry E. Short; "Reductions in Force in Higher Education," by Hans Andrews and Bruce Mackey; "Practices in Evaluation of Faculty Development Programs: A Survey of California Institutions of Higher Education," by June Belker; and "The Time to Institutionalize SPOD is NOW!" by Don C. Garrison. The final issue of the volume includes "Increasing Student Success Early in the Semester," by Rick Ginsberg and John Easton; "Making Inservice Easy, Excellent, and Accessible," by James L. Ratcliff; "Cooperation & Conflict in Planning Urban School-System/University Projects," by Robert W. Maloy; and "Awarding Faculty Merit Based on Higher-Level Needs," by Hans Andrews and William Marzano. (RO)

ED 269 246 SE 046 562

Fennell, Francis; Williams, David E.
IDEAS from the Arithmetic Teacher, Grades 4-6 Intermediate School.
National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-230-9
PUB DATE- 86
NOTE- 143p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($6.50, 10 or more discount of 20%).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Instructional Materials;

Intermediate Grades; *Learning Activities; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; Teaching Methods; Worksheets

Activities from the "IDEAS" department which appeared in the "Arithmetic Teacher" between 1980 and 1985 were selected for this publication, designed for students in grades 4 through 6. The activities were reprinted just as they originally appeared in the journals. The selections are arranged according to the major topical areas of the curriculum: numeration, whole number computation, rational numbers, geometry, measurement, and problem solving. Pages are perforated so they can be removed and duplicated for classroom use. Each activity sheet has directions for the teacher, answers, and suggested grade levels. (MNS)

Stanic, George M. A.; Reyes, Laurie Hart
Gender and Race Differences in Mathematics: A Case Study of a Seventh-Grade Classroom.
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Educational Research; *Grade 7; Junior High School Students; Mathematics Achievement; *Mathematics Instruction; *Racial Differences; Secondary Education; Secondary School Mathematics; *Sex Differences; Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Mathematics Education Research

A case study of a seventh-grade mathematics classroom was conducted for almost three months in 1985-86. The purpose was to investigate factors related to mathematics achievement. The 16 students consisted of 4 black females, 3 black males, 5 white females, and 4 white males; the teacher was a black male. The data came from field notes and audio recordings of 45 class sessions, systematic coding of teacher-student interactions, artifacts gathered during the classroom observations, student permanent school records, student attitude questionnaires, and interviews conducted with the teacher and with each student. Two tentative conclusions based on the data are: (1) teacher intentionality must be considered in order to understand teacher-student interactions and (2) differential student outcomes result not only from intended and unintended differential teacher treatment of students but also from equal teacher treatment of students. (Author/MNS)

ED 269 420 TM 860 231

Zwick, Rebecca
Assessment of the Dimensionality of NAEP Year 15 Reading Data.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ETS-RR-86-4
PUB DATE- Jan 86
NOTE- 55p.
GRANT- NIE-G-83-0011
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Educational Assessment; Elementary

Secondary Education; *Factor Analysis; Grade 4; Grade 8; Grade 11; Item Analysis; *Latent Trait Theory; Mathematical Models; Reading Achievement; *Reading Tests; *Scaling; Statistical Studies
IDENTIFIERS- Guttman Scales; *National Assessment of Educational Progress; Phi Coefficient; Tetrachoric Correlation; *Unidimensionality (Tests)

Reading test data from the National Assessment of Educational Progress (NAEP) were scaled using the unidimensional item response theory model. Data were collected for students aged 9, 13, and 17. To determine whether the responses to the reading items were consistent with unidimensionality, four different methods were applied: (1) principal component analysis of phi and tetrachoric correlation matrices; (2) principal component analysis of the image correlation matrix, a method based on the work of Guttman; (3) R. D. Bock's full-information factor analysis; and (4) P. R. Rosenbaum's test of unidimensionality, monotonicity, and conditional independence. Balanced incomplete block (BIB) spiralling was used with this year's NAEP to assign test items to booklets. This permitted the estimation of inter-item correlations, but resulted in an unusual pattern of missing data. Results from the analyses conducted for each age group were different from the analysis of the 25 items administered in all three samples. It was concluded that it was not unreasonable to regard the reading items as measures of a single dimension of reading proficiency. (Author/GDC)

ED 269 063 JC 860 207

Osborn, Frances P.
Recap of Marketing Information Available to Monroe Community College, 1984-85.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- 5 Jun 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Community Colleges; *Institutional Advancement; Institutional Characteristics; *Marketing; Public Relations; School Community Relationship; Self Evaluation (Groups); *Student Attitudes; *Teacher Attitudes; Two Year Colleges

Drawing from studies of major constituencies of Monroe Community College (MCC), this report provides an overview of available information on community, faculty, and student perceptions of MCC and of internal and external marketing strategies being considered by the college. The first sections highlight MCC's goal of promoting community awareness of the college's diversity, excellence, national recognition, and nontraditional qualities. The next sections summarize research data showing that: (1) the community was unaware of the excellence of education, the transfer success, and the diversity of technical training at MCC; (2) few people, including MCC students, know of the colleges articulation agreements with high schools and four-year colleges; (3) parents tended to feel that it was important for their children to attend a four-year college to get a good job, and that MCC attracted a higher percentage of less intelligent, less academically oriented students; (4) high school students perceived a stigma attached to community college attendance, but saw advantages in more personalized attention, cost benefits, and the retention of existing friendships; (5) adult women were less familiar with MCC than adult men; (6) while students had positive feelings about MCC and the quality of education provided, they felt that MCC was not appreciated by the community; and (7) faculty indicated that the community perceived MCC as a "high school with ashtrays." Discussions are provided of issues related to internal and external marketing, the kind of image the MCC community wishes to create, and considerations in promoting the college. Finally, the paper identifies the information that should be disseminated to parents, high school students, adult women, MCC students, faculty and staff, and student leaders. (EJV)

ED 269 077 JC 860 221

Goodyear, Don

Enrollment Analysis, 1970-1985.

College of the Sequoias, Visalia, CA. Office of Institutional Research.

PUB DATE- Nov 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; Community Colleges; *Enrollment Trends; Longitudinal Studies; *Majors (Students); *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

A series of tables are presented, providing a 15-year analysis of enrollment, student demographic characteristics, and first census weekly student contact hours (WSCH) by division at College of the Sequoias (COS). Data indicate: (1) total enrollment increased from 5,447 in 1970 to 7,587 in 1985, peaking in 1981 with a high of 7,625 students; (2) the percentage of students under 21 years of age decreased from 47.1% in 1970 to 38.4% in 1985; (3) the percentage of males decreased from 51.7% in 1970 to 44.6% in 1985; and (4) social science courses represented 22.5% of the total course enrollment in 1970, but only 15.4% in 1985. Graphs showing enrollment trends by division comprise the bulk of the report. (AYC)

ED 269 105 JC 860 255

Petit, Susan, Ed.; Estes, Susan, Ed.
The Tenth Annual Report of the Academic Senate for California Community Colleges.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Jun 86
NOTE- 93p.
AVAILABLE FROM- Academic Senate for California Community Colleges, Chancellor's Office, 1107 Ninth Street, Second Floor, Sacramento, CA 95814 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Governing Councils; *Community Colleges; *Faculty Organizations; *Governance; Participative Decision Making; *Professional Associations; Two Year Colleges
IDENTIFIERS- *California

An overview is provided of the 1985-86 activities of the Academic Senate for California Community Colleges (ASCCC). After citing the section of the California Administrative Code establishing the ASCCC and listing the officers and members of the organization, the annual report presents a statement by the ASCCC president, Mark Edelstein, regarding the ASCCC's concern with and assessment of the community college reassessment study undertaken by the Commission for the Review of the Master Plan for Higher Education (CRMPHE). Next, a treasurer's report sets forth the financial position of the ASCCC. The report then outlines the year's activities, presenting highlights and resolutions from the two general sessions, analyzing the task and conclusions of the CRMPHE, and offering summaries of ASCCC's Minority Symposium, the organization's involvement in the American Association of Community and Junior Colleges Convention, the work of the ASCCC's committees, and their representatives on other committees. The next section presents reports by ASCCC committees on accreditation, publications, archives, educational policies, faculty development, legislation, nominations and elections, relations with local senates, and vocational education; along with reports from ASCCC committee representatives and liaisons with other associations and councils. Finally, senate presidents and delegates are listed, along with ASCCC publications. (RO)

Native Education in Alberta. Committee on Tolerance and Understanding Discussion Paper #2.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; *Canada Natives; Cultural Awareness; *Educational Assessment; Educational Objectives; *Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; Needs Assessment; Parent Participation; *Public Education; Self Determination; Student Rights
IDENTIFIERS- *Alberta; Committee on Tolerance and Understanding (Canada)

The Committee on Tolerance and Understanding reviewed the current state of Native education in Alberta in the context of six principles: respect for diversity, parental involvement, rights of the child, mission of education, role of public education, and shared experiences. The investigation revealed that Alberta Natives are still suffering from intolerance and a lack of dignity and respect, Native parents face extra barriers to effective involvement in education, society is failing to ensure that Native children receive an education of no less than minimum acceptable standards, public education is failing to instill self-esteem in Native students, and increasing involvement in their own education may result in a growing isolationism of Native peoples. The Committee recommended preparation/adoption/implementation of a Native education policy which includes specific proposals on curriculum, teachers, parental and community involvement, and program development. The objectives of this policy should: enable Native children to reach their full potential and achieve parity within the public education system; ensure Native culture/history is adequately/accurately reflected in curricula; preserve Native languages/cultures; encourage Native participation in the education system; develop programs consistent with aspirations of Native communities and student needs; and support local initiatives in providing alternative programs to counteract high dropout rates. (NEC)

Goreham, Gary A.; And Others
South Dakotans on the Move: Characteristics of People Leaving and Entering the State, 1970 to 1980. Update Series C229, No. 14.
South Dakota State Univ., Brookings. Agricultural Experiment Station.; South Dakota State Univ., Brookings. Dept. of Rural Sociology.
PUB DATE- Oct 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Demography; *Migration Patterns; *Population Distribution; Rural Population; Rural Resettlement; Statistical Data; *Trend Analysis
IDENTIFIERS- Counties; *South Dakota

Based primarily on 1980 census data, the bulletin presents five sets of tables which describe changes in population which have occurred in South Dakota as a result of migration into and out of the state. Table 1 provides state of origin/destination, rank, number, and percentage data on migration into and out of South Dakota from 1975-80. Figures indicate 69,514 persons moved to the state and 90,019 moved out of the state during this period, with Minnesota being the leading state of both origin and destination. Table 2 shows the age, number, and rate of net migration for South Dakota from 1960-70 and 1970-80. For both decades, statistics indicate that the highest rate of migration occurred among 25-29 year-olds leaving the state. Table 3 contains net migration figures for South Dakota by age and sex for 1970-80. Table 4 presents numbers and rates of population change by county from 1970-80, revealing that 13 of 66 counties experienced increases in population ranging from 1.7% to 23.7%, while the remaining 53 counties witnessed population decreases ranging from 1.5% to 28.5%. Table 5 enumerates numbers and rates of net migration by age group and sex for each South Dakota county from 1970-80. (NEC)

ED 269 203 RC 015 707

Study of the Office of County Superintendent.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 1 May 86
NOTE- 213p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; Administrative Policy; *Administrator Role; Case Studies; *County Officials; *Intermediate Administrative Units; *Occupational Information; *Organizational Effectiveness; Program Evaluation; Questionnaires; Rural Schools; State School District Relationship; State Standards; *Superintendents
IDENTIFIERS- *Oklahoma

Duties of 46 county school superintendents in Oklahoma were analyzed and educational benefits of statutory provisions and additional activities were evaluated. Questionnaires, telephone and personal interviews, and on-site visits provided data. Statutory duties were found to be present in each superintendent's report and to be mostly clear and pertinent to current educational practice. The duty of evaluation of principals was unclear. Services initiated by superintendents or invited by constituencies were more time-consuming than statutory duties. Services included staff development, cooperatives, library services, and academic contests. Reports from each county provide statistical data including area; income; number of districts, students, teachers, and administrators; summary of duties and responsibilites; and list of additional services. Funding data, school populations, and dependent district characteristics are summarized for all counties. Seventeen recommendations cover utilizing the county superintendent's office in cooperating with the state department of education, administering dependent schools, and meeting additional duties, responsibilities, and functions. Appendices comprise half the report and provide tables, graphs, lists, and maps about county superintendents and dependent districts, survey questionnaire and compilation of responses, funding and students served by county, dependent districts and administrators by county, additional services by county, and rating of educational benefits of statutory duties by county. (LFL)

ED 269 216 RC 015 734

Mueller, Julie M.
The Image of the Native American in Young Adult Fiction (1960-1985).

PUB DATE- Mar 86
NOTE- 71p.; Master's Thesis, University of Chicago.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; American Indian Culture; *American Indian Literature; *American Indians; Characterization; Content Analysis; *Cultural Images; *Ethnic Stereotypes; Fiction; Life Style; Literary Criticism; Secondary Education; Social Problems; *Trend Analysis; Tribes

The portrayal of the American Indian in young adult fiction was studied through the examination of 23 works of realistic or historical fiction published from 1960 to 1985. Books selected from the card catalogue at the Center for Children's Books at the University of Chicago were primarily about Indians or Indian life, and were appropriate for readers at grade 7 or above. All selections were read and analyzed to determine trends in the portrayal of the American Indian. Analysis included diversity of the literature, types of themes and issues, story settings, tribes, and main characters. Results showed significant changes in the image of the American Indian in the years under study. From 1970 to 1979 works available grew in diversity, and story settings become more varied and realistic. Alcoholism was the most frequently discussed issue in books from the 1960's, but later works looked at a broader range of issues including feminism and ecology. The portrayal of tribes moved from traditional and conservative in the 1960's to greater accuracy and diversity in the 1980's. There is still a need to improve accuracy in many areas of the works studied and a need for more literature by American Indian authors. (JHZ)

ED 269 277 SE 046 602

French, Barbara A. Schmidt; Sanford, Julie P.
Academic Tasks in High School Biology: A Genetics Unit. R&D Rep. 6197.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 85
NOTE- 126p.
CONTRACT- OB-NIE-83-0006-P1
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Classroom Techniques; Cognitive Development; *Genetics; High Schools; Instructional Improvement; Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science; Teacher Influence
IDENTIFIERS- Science Education Research

The relationship between classroom work and student understanding of genetics content is examined in this descriptive study of an introductory high school biology class. Classroom observations and examnations of student assignments related to a genetics unit were made. Factors affecting the teacher's management of the work system and the apparent consequences for student learning were explored. Particular attention was given to elements of the system that focused on higher order cognitive skills, that is, work that required application of knowledge to novel situations. Specific questions explored included: (1) how was the genetics content translated into student assignments; (2) how were assignments organized into a classroom work system and how was this system managed; and (3) what were the consequences in terms of learning opportunities for students. A summary is provided of the work systems including consideration of the number and nature of assigned tasks, how time was allocated among classroom activities, and how tasks related to the grading system. A description of the genetics content strands is included. It was found that students experienced difficulties with the genetics content and that explicit instructions along with sufficient novel problem-solving applications appear to be essential for an accurate understanding of genetics. A topic list, task list, and task analysis are appended. (ML)

ED 269 292 SO 017 049

Schnell, James
Communication within the American Counterculture.
PUB DATE- 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Research/Technical (143)
DESCRIPTORS- Burnout; *Conflict Resolution; Democratic Values; Group
  Discussion; *Groups; *Interpersonal Communication; *Morale;
  Organizational Communication; *Power Structure; Social Theories
IDENTIFIERS- *Consensus; Consensus Models; Counter Culture;
  *Organizational Behavior

The nature of communication in the counterculture was investigated. The counterculture is distinguished from subculture and contraculture by its attempts to modify, change, and alter the dominant culture. A food co-op, which presented itself as being based on counterculture philosophy was studied as a representative organization within the counterculture. Field research (participant observation, interviews, and surveys) and a review of the literature were employed to study the conflict resolution attempts within the co-op. Results of the study indicated the co-op conflict resolution communication attempts exemplify dominant culture attempts. The co-op presented itself as using a consensus process (formal situations) and practicing egalitarian ideals (informal situations), but analysis found it did not consistently practice either. (Author/BZ)

Lambert, Robert G., Jr.

Grant's Final Battle: The Writing of His Memoirs.

Army Public Affairs, Washington, DC.
PUB DATE- Sep 85
NOTE- 21p.; For related documents, see SO 017 151-154.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Autobiographies; Black History; *Blacks; Civil Rights; *Civil War (United States); Humanities; Military Science; Personal Narratives; United States History; United States Literature
IDENTIFIERS- *Grant (Ulysses S); *Twain (Mark)

In the summer of 1884, Ulysses S. Grant wrote his "Memoirs," which were published and promoted by the great American writer, Mark Twain, who encouraged and aided Grant in his literary work. Grant was fatally ill with cancer of the throat and raced against time to complete his manuscript. He was motivated by the desire to provide financial support for his family, which had been impoverished by his business failures. The book that emerged from Grant's courageous efforts is a masterpiece, which literary experts and historians have compared to Caeser's "Commentaries." "The Personal Memoirs of U. S. Grant" treats his childhood slightly, expands to detail his Mexican War experiences, skims over his inter-war activities, and concludes with a major emphasis on his participation in the Civil War. Grant's clear, concise, treatment of Civil War experiences have made his book a classic of military history, which is studied in military academies throughout the world. Mark Twain's relationship to Grant is highlighted in two "Sidebars" that are appended to this essay. "Sidebar Number One" is a brief excerpt from "The Private History of a Campaign That Failed" by Mark Twain, in which Twain describes his fleeting encounter with Grant during the Civil War. "Sidebar Number Two" discusses a pamphlet titled, "How to Introduce the Personal Memoirs of U. S. Grant," which is addressed to salesmen of Grant's "Memoirs" and may have been written by Mark Twain. A chronology of main events in Grant's life is also appended. (JP)

ED 269 308 SO 017 099

Parker, Franklin
Secondary Education in the People's Republic of China: Annotated Bibliography.

PUB DATE- 86
NOTE- 7p.; For a related document, see SO 017 096.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; Comparative Education; *Educational Anthropology; *Foreign Culture; Marxian Analysis; Middle Schools; Public Policy; Secondary Education
IDENTIFIERS- *China; Cultural Revolution (China); Mao Zedong

Focusing on secondary education in China, primarily since the Communist victory in 1949, this annotated bibliography contains 24 items. The listed items include books, journal articles, newspaper stories, examples of secondary Chinese educational materials, and reports from western educators traveling in China. Emphasis is placed on educational policy changes during and after the Cultural Revolution. Annotations include author, title, and a brief descriptive annotation. (CFR)

ED 269 323 SO 017 120

Social Studies Curriculum Guide: Grade 7.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-Manual-2110-7
PUB DATE- Aug 84
NOTE- 68p.; For related documents, see SO 017 113-125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Behavioral Objectives; Concept Formation; Curriculum Guides; Environmental Education; *Geographic Regions; Geography Instruction; Grade 7; Junior High Schools; Learning Activities; Map Skills; Natural Resources; Outcomes of Education; Physical Geography; Sequential Approach; Skill Development; *Social Studies; Units of Study; *World Geography
IDENTIFIERS- Dependents Schools

An outline of the knowledge and skills to be taught at grade seven in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade six, world cultures and geography, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade seven, the areas of study covered are: an introduction to geography, the earth, maps and globes, global land and water forms, how the earth's surface changes, world climates, the earth's resources, people and the earth, North America, Latin America, Europe, Africa, and the Pacific World. (LP)

ED 269 354 SP 027 368

Narang, H. L.
A Survey of Teacher Education Courses and Competencies for Multicultural Classrooms. S.S.T.A. Research Centre Report No. 120.
Saskatchewan School Trustees Association, Regina.
PUB DATE- Oct 84
NOTE- 16p.
AVAILABLE FROM- The Research Centre, Saskatchewan School Trustees Association, #400 - 2222 13th Ave., Regina, Saskatchewan, Canada S4P 3M7.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Teacher Attitudes; *Teaching Skills

This study sought to determine what courses of study related to multicultural education were being offered by Canadian universities and what teacher competencies related to multicultural skills were considered important by professionals in Canada. Two questionnaires were responded to by 25 persons involved or interested in multicultural education. The first questionnaire resulted in a list of courses available at 14 universities: the five major topics discussed in these courses were: (1) minority groups, racism, prejudice, and discrimination; (2) study of cultures; (3) language and culture; (4) cross-cultural communication; and (5) curriculum development. In the second questionnaire, respondents ranked the importance of 18 multiculturally related areas of teacher competence. The five areas perceived as most important were: (1) developing cultural sensitivity; (2) integrating multiculturalism in various subject areas; (3) knowledge of the Canadian multicultural society; (4) dealing with racial differences in the classroom; and (5) recognizing bias in assessment instruments. (CB)

ED 269 372 SP 027 500

Flinders, David J.
Being an Ethical Critic: A Practical Perspective.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Educational Research; Research Needs; *Research Problems; Social Science Research

This paper explores the ethics of educational connoisseurship and educational criticism. Three ethical criteria commonly used in social research--informed consent, avoidance of harm to participants, and confidentiality--are identified and applied to a particular case of eductional criticism in a study conducted on teacher coping strategies. The paper argues that the conventional ethics of social research fail to provide an adequate ethical basis for the practice of educational criticism. Alternative ethical guidelines for criticism and for qualitative research in general are suggested. (CB)

Raizen, Senta A.

Estimates of Teacher Demand and Supply and Related Policy Issues.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Demand; Educational Policy; *Educational Trends; Elementary Secondary Education; *Teacher Employment; Teacher Recruitment; *Teacher Supply and Demand; *Trend Analysis

Problems with teacher demand/supply estimates are reviewed, and comments are made on current policies intended to increase both the supply and the quality of teachers. Some experiences and reactions to recent changes in credentialing and educational requirements are also noted, including revisions in state certification statutes, requirements for competency testing, and reforms in teacher education programs. The effects of various economic incentives to attract more able people into the profession and maintain them as teachers are discussed, including scholarship and loan programs, raising teacher salaries, and performance-based pay. Projections of future demand, in addition to using enrollment forecasts, must make estimates of teacher attrition and possible educational improvements that may call for additional teachers. Problems concerning estimates of supply have to do with uncertainties regarding the makeup and quality of the current teaching pool, the number of individuals expected to enter teaching in the future, and the number that can be expected to return to teaching from the large pool of trained, but presently inactive teachers. A three-page reference list is provided. (Author/CB)

ED 269 037 IR 051 514

Penchansky, Mimi B., Comp.; Halicki-Conrad, Adam, Comp.
International and Comparative Librarianship: An Annotated Selective Bibliography on the Theme of the LACUNY 1986 Institute. Shrinking World/Exploding Information: Developments in International Librarianship.
City Univ. of New York, N.Y. Library Association.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Developing Nations; Information Processing; *International Cooperation; International Organizations; Library Automation; *Library Cooperation; Library Education; *Library Science; *Library Services
IDENTIFIERS- *International Librarianship

For the purpose of this bibliography, international librarianship focuses on the role of information in society, and the methods of its acquisition, processing, retrieval, and dissemination across national boundaries by means of international library cooperation through the formulation and development of common standards, policies, and practices. Comparative librarianship, on the other hand, studies library systems within the context of geographical areas, regions, or individual countries in order to improve libraries and library services throughout the world. Most of the approximately 125 entries in the bibliography were published between 1970 and 1986. The entries are organized under the following subject headings: (1) International Librarianship/Comparative Librarianship; (2) International Organizations/International Associations; (3) International Programs; (4) Standards; (5) Library Services; (6) Cooperation; (7) Automation; (8) Professional Education; (9) Developing Nations; and (10) Libraries Throughout the World. Some items are annotated. (THC)

ED 269 118 JC 860 276

Friedlander, Jack
Follow-Up Survey of Students Who Received a Degree or Certificate from Napa Valley College in the 1984-85 Academic Year.
Napa Valley Coll., Napa, CA.

PUB DATE- 25 Apr 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Educational Assessment; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Self Evaluation (Groups); *Student Educational Objectives; Two Year Colleges; Two Year College Students

A survey was conducted of Napa Valley College (NVC) graduates who completed a degree or certificate program in the 1984-85 academic year. Surveys were sent to 320 graduates to determine what percentage achieved their educational goal by the time they left NVC; graduates' satisfaction with their NVC experience; the extent to which they took advantage of the resources available at NVC; and graduates' employment and transfer experiences. Study findings, based on a 56% response rate, included the following: (1) 89% of the graduates indicated that they were either employed on a full-time basis (50%) or were attending college (39%); (2) 37% stated that their primary reason for attending the college was to earn an associate degree and then transfer to a four-year college; (3) 90% indicated that they had achieved their major educational goal by the time they left NVC; (4) of the students who did not achieve their goal of transfer to a four-year college, 25% did not do so for financial reasons (25%) and 25% because they accepted a full-time job instead; and (5) 85% of the respondents felt that they were adequately prepared to succeed in the courses they took during their first year at NVC. Based on study findings, recommendations were developed for improving the image of the NVC, making information about financial aid more accessible to students, ensuring that students receive personal attention, improving students' college survival skills, and increasing student involvement in learning. The survey instrument is appended. (RO)

ED 269 132 PS 015 751

Long, Diane D.
The Development and Implementation of a Modified Language Experience Approach to a Reading Program for the Pre-Operational Child.
PUB DATE- May 84
NOTE- 62p.; Practicum Report, Nova University, 1984.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Early Reading; Field Tests; Foreign Countries; *Guides; *Instructional Development; Instructional Material Evaluation; *Language Experience Approach; Piagetian Theory; Preschool Children; Preschool Education; *Program Implementation
IDENTIFIERS- Canada; *Preoperational Thought; United States

A Piagetian, language-experience approach to the early teaching of reading to normal young and older developmentally delayed preoperational children was developed. The approach was discussed in a specially-developed manual which was field tested by 42 teachers among 390 children in 16 school systems in several states and in Canada. Subjects were preponderantly residents of suburban communities in the United States, white or black, 3 to 5 years of age, and students at public schools. Specific goals of the practicum were to acquaint the teacher of preoperational children with the developmental characteristics of such children and with the theories, purposes, and procedures of an expanded version of the language-experience approach. The manual also provides complete lesson models including ready-to-use follow-up activities for the teacher, practical management and record keeping techniques, and models to help teachers explain development in Piagetian terms to parents and administrators. Project evaluation data indicate that the approach was effective in beginning the reading process among preoperational children of all ages (2 through 12 years). Teachers using the manual found it to be clear and helpful. Questionnaires used in evaluating the practicum are appended, along with enthusiastic comments made by teachers who had used the manual. (Author/RH)

ED 269 147 PS 015 771

Schunk, Dale H.
Self-Regulation through Overt Verbalization during Cognitive Skill Learning.

PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Students; *Modeling (Psychology); *Preschool Children; Preschool Education; *Recall (Psychology); Training
IDENTIFIERS- *Self Regulated Learning; *Verbal Self Instruction

This article discusses the idea that overt verbalization helps to develop children's self-regulated learning of cognitive skills. It points out that (1) verbalization can enhance children's attention to task-relevant features; (2) as a type of rehearsal, verbalization may improve coding, storage, and retention of material, and thereby facilitate subsequent retrieval and use; (3) verbalization can help children maintain a positive task outlook and cope with difficulties; (4) because verbalization makes salient a systematic approach for improving learning and children's ability to apply it, verbalization also can raise self-efficacy (perceived capabilities). Research is summarized that assesses the effects on children's learning of verbalizing information to be remembered, modeled actions, and strategies. Collectively these findings support the notion that verbalization is a key process that can help develop self-regulated learning among children. Concluding remarks suggest that future research should explore maintenance and generalization of systematic approaches to learning, verbalization of task-specific and general statements, and uses of verbalization in classrooms. (Author/RH)

Lundin, Janet, Ed.; Strazicich, Mirko, Ed.
Instructional Patterns: Curriculum for Parenthood Education.
California State Dept. of Education, Sacramento.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 400p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($12.00; California residents must add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Development; Community Resources; Coping; Day Care; Developmental Stages; *Family Life; *Family Structure; Health; *Interpersonal Competence; Learning Activities; Older Adults; Parent Child Relationship; *Parenthood Education; *Parenting Skills; *Parent Responsibility; Parent Role; Safety; Stress Variables
IDENTIFIERS- *Self Awareness

Designed to assist consumer and homemaking education teachers and district administrators in California to initiate, expand, or integrate parenting programs in their secondary schools, this publication consists of eight chapters. Most of these, after a brief introduction, are divided into two or more sections, with accompanying activities. Each section contains learning objectives, key generalizations, and an outline of the activities described in the section. Many of the activities are designed for the immediate use of students, and both teacher and student directions are included. Activities described should be appropriate for students in schools that serve economically depressed areas. Chapter 1 focuses on knowing oneself and relating to others. Chapter 2 discusses parenting roles and health decisions. Chapter 3 concerns differences and similarities among families and family changes and coping with such changes. Family roles and structure, family interaction, and family support systems are the subjects of chapter 4. Parenting skills, the general topic of chapter 5, is divided into sections dealing with prenatal development, birth options, children's developmental stages, parenting techniques, learning experiences for young children, activities with children, health and safety, types of child care centers, and careers in child care. Concerning family challenges and turning points, chapter 6 focuses on coping and various challenges. Chapter 7 takes up the topic of the younger generation parenting their parents. Chapter 8 concerns community resources available to help individuals and families. (RH)

Handel, Ruth D.
Achievement Attitudes in Mathematics and Science: Relationships between Self-Perceptions, Aspirations, and Extra-Curricular Activities.
PUB DATE- 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Aspiration; *Achievement Need; Adolescents; *Extracurricular Activities; Junior High Schools; Mathematics Education; Predictor Variables; Science Education; *Secondary School Mathematics; *Sex Differences; Socialization; *Student Attitudes; Student Participation

This study investigated achievement attitudes of young, mathematically able adolescents in order to examine differences between boys and girls equated for ability, and to explore relationships between self-perceptions, aspirations, and extra-curricular activities related to mathematics, science, or computers. The research was guided by the expectancy-value theory of achievement motivation as elaborated in a social-psychological model of academic behavior specific to the domain of mathematics. The study holds performance constant, measures persistence and choice by self-reports of plans for future studies and careers, adopts Eccles' operationalizations of individual cognitions, and adds the variable of extra-curricular mathematics, science, or computer activity as the best available indicator of socialization. Findings (based on data obtained from 242 seventh- and eighth-grade students) show no sex differences in assessments of the difficulty or usefulness of mathematics and lower expectancies for success in current and future mathematics studies reported by girls. These and other results suggest that, compared to girls, boys are obtaining more experience in applying, strengthening, and expanding school learning related to mathematics and are, in turn, bringing different entry competencies and wider perspectives to mathematics and science classrooms. (JN)

ED 269 247 SE 046 564

Mathematics K-12. Teacher Handbook. North Carolina Competency-Based Curriculum Subject-by-Subject.

North Carolina State Dept. of Public Instruction, Raleigh. Instructional Services.

PUB DATE- 85
NOTE- 553p.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Course Descriptions; Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; Evaluation; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *North Carolina

After the passage of the North Carolina Elementary and Secondary School Reform Act of 1984, curriculum revision began. This handbook provides a detailed and integrated basic course of study for the revised curriculum in mathematics for grades K-12. The philosophy and rationale for the entire curriculum are first discussed, followed by sections on thinking skills and on programs for exceptional children. How to use the handbook is described. Mathematics is then considered including course of study and learning outcomes. The bulk of the document expands on the goals for each grade level, with objectives and suggested measures listed by mathematical skill. Numeration, whole numbers, fractions,

measurement, geometry, probability and statistics are outlined for kindergarten. Decimals are added in grade 2; ratio, proportion, and percent and integers are added in grade 7; and real numbers and algebra are added in grade 8. For the secondary school, both non-college preparatory courses (General Mathematics, Consumer Mathematics, Technical Mathematics, and Introductory Algebra Parts I and II) and college preparatory courses (Algebra I, Geometry, Algebra II, Advanced Mathematics and Calculus) are outlined. Appendices present background information and requirements. (MNS)

ED 269 262 SE 046 581

James, Robert K., Ed.; Kurtz, V. Ray, Ed.
Science and Mathematics Education for the Year 2000 and Beyond. Topics for Teachers Series Number 4.
School Science and Mathematics Association, Inc. Bowling Green, OH.

REPORT NO.- ISBN-0-912047-05-4
PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- School Science and Mathematics Association, Inc. 126 Life Science Building, Bowling Green State University, Bowling Green, OH 43403-0256 ($6.00, including shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Computer Science Education; Elementary Secondary Education; Interdisciplinary Approach; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Science Curriculum; Science Education; *Science Instruction; *Teacher Education; *Technological Advancement; *Trend Analysis

Presented are perspectives on the needs in science and mathematics education and an assessment of the knowledge and skills that will be of the greatest value for students in the future. Issues and trends are organized into six major sections. These include: (1) probable futures (stating predictions related to technological advances, social-cultural impacts, and worldwide crises); (2) the future of education (reviewing futures research, educational trends, teacher education, and speculative views); (3) mathematics education (focusing on computers, computations, curriculum and neuropsychology developments); (4) science education (analyzing current and future trends and resulting implications for students, curriculum, and teacher education in the sciences); (5) reactions to predictions of the future (offering opinions of a curriculum generalist, district mathematics and science consultants, classroom teacher, and teacher educator); and (6) "sciematics"--the imperative of integrated circuitry (advocating an integrative and unified approach to the study of science and mathematics). (ML)

Current Developments in Teacher Induction Programs. ERIC Digest No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 9p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teachers; Inservice Teacher Education; Needs Assessment; *Program Development; *Program Effectiveness; Socialization; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This digest focuses on the evolution of beginning teacher induction programs over the past two decades, and discusses the reasons why such programs are essential to the professional development of teachers. An overview is presented of existing induction programs, and observed outcomes of these programs are briefly discussed. In considering what needs to be done in the future, it is pointed out that thus far there has been little research on common program concerns, such as assessment, evaluation, specification of induction contents, and the definition of program objectives. A bibliography is included. (JD)

ED 269 435 TM 860 266

Armstrong, Anona F.
Strategies for Improving Evaluation Implementation.
PUB DATE- Oct 85
NOTE- 18p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, Evaluation Network and Evaluation Research Society (Toronto, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; *Evaluation Problems; *Models, Needs Assessment; Planning
IDENTIFIERS- *Evaluation Research; *Implementation Analysis; Model Characteristics

The purpose of this paper is to discuss the reasons for resistance to evaluation and the factors that affect adoption of new procedures, while focusing on a model for guiding the planning of evaluation implementation strategies. The process of adoption of an innovation occurs in three stages: orientation, where the user identifies benefits; initiation, where the user gives an innovation a trial; and integration, where it becomes part of routine practice. At each stage in the adoption, different strategies can be directed to gain the cooperation of either the user of the evaluation or the organization: (1) power; (2) communication; (3) consultation; (4) reinforcement; (5) training ; and (6) direct measures. The strategies differ depending upon the time frame in which they are applied. That is, different operations are required prior to commencement, during the initiation of the evaluation, and when evaluation procedures are to be integrated into routine organizational activities. It is concluded that: (1) in planning the implementation of evaluation, the implications are that implementation strategies should persuade rather than enforce cooperation; (2) cognitive and perceptual changes must be accompanied by behavioral changes; and (3) different management practices will be applicable at different time intervals in the evaluation procedure. (PN)

ED 269 078 JC 860 222

Goodyear, Don
Freshmen Survey. Fall 1985.
College of the Sequoias, Visalia, CA. Office of Institutional Research.

PUB DATE- Jan 86
NOTE- 21p.; Cooperative Institutional Research Program conducted jointly by ACE and UCLA/COS.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Community Colleges; National Surveys; Questionnaires; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students

In 1985, College of the Sequoias (COS) was asked by the Cooperative Institutional Research Program (conducted jointly by the American Council on Education and the University of California, Los Angeles) to participate in a survey of incoming freshmen for the fall 1985 semester. During the summer counseling session, 259 new COS freshmen were interviewed. A comparison of COS and nationwide findings revealed that COS students differed substantially from other two-year college students in the following areas: (1) ethnicity; (2) average grade in high school; (3) academic rank in high school; (4) miles from home to college; (5) estimated parental income; (6) dependency status for 1985; (7) activities engaged in during the year; (8) highest degree planned; (9) current religious preference; (10) met or exceeded recommended years of study in English, mathematics, foreign languages, computer science, and art or music; (11) self-assessment of drive to achieve, emotional health, leadership ability, self-confidence, and writing ability; (12) reasons for going to college; (13) influences on college choice; (14) number of colleges applied to for admission; (15) number of college acceptances this year; (16) probable field of study; (17) probable career occupation; (18) father's and mother's education, occupation, and religious preference; (19) sources for educational expenses; (20) financial aid which must be repaid; (21) concern about financing college; (22) planned and preferred residence during fall term; (23) students' perceptions of their chances for success; (24) essential or very important objectives; and (25) political orientation. The study report includes data tables contrasting COS findings with results from all two-year colleges and public two-year colleges. In addition, responses to COS's supplemental survey items regarding degree goals, job-preparation training needs, planned use of COS services, evaluation and reputation of COS vocational programs, information sources, eligibility for admission to a state university, adequacy of information on COS programs and services, preferences regarding college orientation, and reasons for attending COS. (AYC)

ED 269 092 JC 860 241

Ratcliff, James L.
The Comprehensive Community College: Study Guide.
Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
PUB DATE- May 86
NOTE- 58p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Community Colleges; *Course Content; *Course Objectives; Educational History; Educational Trends; *Education Courses; Higher Education; *Postsecondary Education as a Field of Study; Study Guides; Teacher Educator Education

This course outline and study guide for "The Comprehensive Community College," a graduate course offered at Iowa State University, lists topics, objectives, and references for each of the 13 topic-based units in the course. Introductory material indicates that the course, which was designed for practicing and aspiring community college professionals, emphasizes the development, purposes, functions, and current programs of two-year colleges. The bulk of the guide consists of outlines for the topic-based units, which focus on: (1) characteristics and functions of two-year colleges; (2) history and status of the two-year college movement; (3) the community college student; (4) university parallel education and articulation with four-year colleges; (5) occupational/career education; (6) general education and liberal arts education; (7) adult and continuing education and community services; (8) developmental/remedial education; (9) student services in the community college; (10) the community college faculty; (11) organization and administration of community colleges; (12) financing community colleges; and (13) the future of the community college movement. (EJV)

ED 269 190 RC 015 693

Bratlie, Ron
101 Ways to Save Money in Small Schools.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Minnesota Rural Education Association Conference (2nd, North Mankato, MN, April 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Guides; Costs; *Educational Economics; Educational Equipment; Educational Facilities; *Educational Finance; Financial Problems; Fund Raising; *Money Management; Operating Expenses; *Retrenchment; School District Spending; School Funds; School Schedules; *Small Schools; Staff Utilization

This paper is a checklist on ways to save money targeted to administrators of small rural schools but appropriate to schools of any size. Tips concerning staff include salary issues, early retirement, time management techniques, involving staff in budget and facilities planning, and utilizing limited-experience teachers, teacher-administrators, and volunteers. Adjusting length of school day and year, eliminating study halls, combining small enrollment grades, offering some secondary classes in alternate years and reducing time spent on testing and discipline are mentioned. Tips on equipment and facilities include contracting specialty and janitorial services, using mobile libraries and portable classrooms, leasing school buildings, reducing vandalism and fuel consumption, and employing student help. Suggestions for generating funds include school stores, vocational class products, adult evening classes, wise investments, cooperative buying, cooperative application for federal aid programs, community support of school projects, and local donations. Other tips cover materials selection, community involvement, and school board policies. (LFL)

ED 269 278 SE 046 608

University Funding: Assessing Federal Funding Mechanisms for University Research. Report to the Chairman, Committee on Science and Technology, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/RCED-86-75

PUB DATE- Feb 86

NOTE- 39p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877. (First five copies free, additional copies $2.00 each, 25% discount on 100 or more to a single address).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Science; *Educational Finance; Federal Aid; *Financial Support; *Higher Education; *Productivity; Research; *Research and Development Centers; *Research Universities; Science Education; Science Programs; Scientific Research; Technology

An assessment of the impact that funding mechanisms had on the productivity and performance of university research is presented in this report. The General Accounting Office (GAO) study focused on five universities that had reputed improvement in program quality. The GAO study concentrated primarily on what funding and other strategies these universities used to improve selected departments and how these departments were able to finance their improvement initiatives. Specific questions examined were whether particular funding mechanisms played a role in helping universities improve program quality and whether two funding mechanisms, i.e., individual project grants and center grants had different effects on the performance of research. It was found that at the five universities GAO visited, the common element in improvement was an explicit commitment from the university to improve quality through increases in internal and/or external funding and personnel changes. Initial funding was necessary for building quality, although it came from a variety of sources. An appendix contains a summary of scientists' responses to selected questions on research funding. (ML)

ED 269 309 SO 017 101

The Arts and 504: A 504 Handbook for Accessible Arts Programming.
Barrier Free Environments, Inc., Raleigh, N.C.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 85
NOTE- 105p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Art Activities; *Compliance (Legal); *Disabilities; *Equal Facilities; Facility Guidelines; Facility Improvement; Facility Requirements; Government Role; *Handicap Discrimination; Individual Needs; Laws; *Legal Responsibility; Program Development;

Theater Arts; Visual Arts
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

Community and educational organizations are provided with guidelines for complying with the National Endowment for the Arts 504 Regulations for incorporating the needs of the disabled into programming efforts. Information is presented in three chapters. Chapter 1 focuses on the 504 regulations. Following an introduction, subsections describe the background of the regulations, highlight major features of the regulations, outline steps for complying with the regulations, and provide answers to commonly asked questions. Chapter 2 contains separate sections on 504 provisions such as parking; entrances; water fountains; rest rooms; telephones; warning signals; special communication measures; as well as a section which looks at how these provisions apply to each of the arts areas. Chapter 3 consists of sections on audience development, staff training, and information about disabilities. A conclusion encourages organizations to comply with the 504 regulations. (LP)

ED 269 339 SO 017 154

Lambert, Robert G., Jr.

Grant Closes Out the War: 1864-65.

PUB DATE- Sep 85
NOTE- 30p.; For related documents, see SO 017 151-153.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Civil War (United States); Higher Education; *Military Science; *Presidents of the United States; United States History; War
IDENTIFIERS- *Grant (Ulysses S); *Lincoln (Abraham)

In 1864, President Lincoln was frustrated by the inability of Union Generals to defeat Robert E. Lee's forces. Lincoln looked to the western theater of the Civil War to find a winning leader, General Ulysses S. Grant. In March 1864, Grant took command of the entire Union army and began to wage a war of attrition to destroy Lee's army, its civilian system of support, and morale in the Confederacy. In May, Grant moved south and engaged the enemy continuously in a series of bloody battles. Regardless of casualties, Grant refused to back away from the action. On April 2, 1865 Grant began a twenty-mile assault that finally broke the Confederate forces. Heavy casualties, disease, desertions, hunger, and the relentless pursuit of Grant's army combined to sap the strength of General Lee's once formidable army. On April 9, Grant met Lee at Wilmer McCleans's farmhouse in Appomattox and arranged terms of surrender. In slightly more than one year, General Ulysses S. Grant had led Union forces to victory in the Civil War and began to carry out President Lincoln's compassionate treatment of the defeated South. From these efforts, a reunited nation would emerge. A chronology of main events in the life of Ulysses S. Grant is appended. (JP)

Charney, Davida H.
The Role of Elaborations in Instructional Texts: Learning to Use the Appropriate Procedure at the Appropriate Time.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-ONR-86-2
PUB DATE- 14 Feb 86
NOTE- 158p.; Ph.D. Dissertation, Carnegie-Mellon University. The entire document contains small print.
CONTRACT- N00014-84-K-0063
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Adults; *Computer Science Education; *Decision Making Skills; Deduction; Games; Guides; Higher Education; Information Needs; *Learning Processes; *Problem Solving; *Skill Development; Textbook Content; Textbook Preparation; *Textbooks
IDENTIFIERS- Box World (Computer Game)

The content of textbooks teaching the use of a computer was studied. An important component of skill learning, choosing the right procedure at the right time, is difficult in computer education because the connection between real-world goals and the generic procedures described in a manual is often obscure. Furthermore, it is difficult to tell which of several similar procedures is best for a particular situation. Various types of advice about choosing the correct procedure were investigated. College students and staff members read one of four versions of a manual for a computer game called "Box World." A Dandylion computer was used. Three versions contained advice about when to use particular game procedures. The advice was either stated as a simple verbal rule or elaborated with a concept example or a task example. The fourth version contained no advice. Subjects then performed three tasks: recall; recognition of correct versus incorrect applications of the advice; and decision making and problem solving. Subjects who received advice followed it to select a procedure; however, so did subjects receiving no advice. The examples helped subjects identify correct applications of the advice, but did not increase adherence to the advice during problem solving. (Author/GDC)

ED 269 373 SP 027 501

Renfrow, Raylene; Henderson, David L.

Computers in Schools of Southeast Texas.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Educational Media; Educational Technology; Elementary Secondary Education; *Microcomputers; *School Districts; *State Norms

IDENTIFIERS- *Texas

This study determined the prominent brands of microcomputers presently in use in Southeast Texas schools, the reasons for their selection, and computer use and brands in relation to grade level. Questionnaires related to microcomputer use were sent to 115 school districts in southeast Texas in 1985. The return rate was 83 percent. A total of 8,258 computers were reported by 96 school districts, with an average of 86 computers per district. Cf the 8,258 computers, 68 percent were Apple, 20 percent were Commodore, 11 percent were Radio Shack, 1 percent IBM, and 1 percent other brands. When comparing by grade levels, 36 percent of the computers were at the elementary schools, 32 percent were at the junior high school level, and 32 percent were in high schools. (Author/CB)

ED 269 355 SP 027 369

Narang, H. L.
"How Are You Doing?" A Follow-up of Education Graduates of Spring 1985.
Regina Univ. (Saskatchewan). Faculty of Education.
PUB DATE- Dec 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; *Followup Studies; Foreign Countries; Graduate Surveys; Schools of Education; *Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- *University of Regina SK

The major purpose of this study was to determine the employment status of education graduates from the 1985 class at the University of Regina (Saskatchewan, Canada). Responses were received from 124 graudates. Information is reported on the following questions: (1) What was the employment success rate of education graduates? (2) To what locales did the graduates make their applications and what was the average number of applications made? (3) In what locales were teaching positions accepted? (4) In what division(s) of the school program did the graduates have their major teaching responsibility: (5) What subjects were graduates teaching in which they had eight or less than eight credit hours as part of their training? (6) What types of jobs, other than teaching, did the graduates accept and why? and (7) Were the unemployed graduates pursuing further study and if so, for what degrees or qualifications? (JD)

ED 269 390 SP 027 567

Blank, Deborah E.

A Description of Teacher Decision-Making While Tutoring Fifth Grade Students Engaged in Problem Solving Using a Computer Simulation.

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Research; Elementary Education; Grade 5; *Intervention; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship

This study investigated teacher decision-making within a tutorial setting. The purpose of the study was to contribute to research about teacher thinking and to provide insight into the courseware design process. The teacher task was to tutor individual students (three fifth grade students per teacher) in a problem solving activity involving a computer simulation. The study examined the instructional actions taken by five experienced teachers, including when, why, and how they chose to intervene. Information sought included the student cues that were the basis for interventions, and factors which influenced decisions. Analysis strongly suggested that differences in intervention frequency among sessions for each teacher were attributable to perceptions of students' individual cognitive and affective characteristics. (CB)

ED 269 407 SP 027 602

Components of Teacher Induction Programs. ERIC Digest No. 4.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 10p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teachers; *Improvement Programs; Inservice Teacher Education; Internship Programs; Mentors; Program Content; *Program Design; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; ERIC Digests

This monograph focuses upon how teacher induction programs affect the professional maturation of the beginning teacher. In a discussion on the elements that make a good induction program, a checklist of eight program characteristics is presented. Four of these show the influence of other professions, and the remaining four apply directly to the needs of beginning teachers. The areas induction programs should cover are discussed. In considering how induction programs work, brief descriptions are presented of some of the most prevalent induction program components, e.g., internships, mentor teachers, induction committees, and orientation seminars. A bibliography is included. (JD)

DOCUMENT RESUME

ED 269 436 TM 860 267

Jaeger, Richard M.; Busch, John C.

The Use and Effect of Caution Indices in Detecting Aberrant Patterns of Standard-Setting Recommendations.

PUB DATE- Apr 86

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Criterion Referenced Tests; *Error of Measurement; Evaluation Methods; High Schools; Interrater Reliability; Item Analysis; *Judges; *Judgment Analysis Technique; Measurement Techniques; Minimum Competency Testing; Response Style (Tests); Scores; Scoring; *Standards; Statistical Studies; Testing Problems

IDENTIFIERS- *Iterative Methods; *Modified Caution Index; North Carolina High School Competency Tests

This study explores the use of the modified caution index (MCI) for identifying judges whose patterns of recommendations suggest that their judgments might be based on incomplete information, flawed reasoning, or inattention to their standard-setting tasks. It also examines the effect on test standards and passing rates when the test standards of judges whose recommendations appear aberrant are eliminated. Data for this study were collected in a project to establish standards on the North Carolina High School Competency Tests. In that study, judges provided recommendations on an appropriate standard for a 120-item reading test (n=83) and for a 120-item math test (n=84). Matrices of item-by-item recommendations provided by judges were ordered by total recommended test standard, and by number of item endorsements. Once MCI had been computed for each judge, distributions of MCI were constructed for each subtest, and the effects of eliminating judges with MCI greater than selected threshold values were determined. Results indicate that screening judges on the basis of their MCI values can make a substantial difference in the resulting test standard and in the resulting failure rate on a high school competency test. (PN)

DOCUMENT RESUME

ED 269 449 TM 860 283

Derevensky, Jeffrey L.; Mardell-Czudnowski, Carol
The Use of the Developmental Indicators for the Assessment of
  Learning-Revised (DIAL-R) Preschool Screening Test for the Early
  Identification of Learning Disabled Children in a Canadian
  Population.
SPONS. AGENCY- Ministry of Education, Quebec (Canada).
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (70th, San Francisco, CA, April
  16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Correlation; *Cross Cultural
  Studies; Cultural Differences; Foreign Students; Identification;
  *Learning Disabilities; Predictive Validity; Preschool Education;
  *Preschool Tests; *Sampling; Scoring; *Screening Tests; *Test Norms
IDENTIFIERS- *Developmental Indicators for Assess Learning Rev

This study investigated whether the Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) norms, established with American children, are applicable to a Canadian population. Based on an early childhood model which incorporates ecological validity as well as predictive validity, the DIAL-R assesses three areas: motor, concepts and language. The pre-school screening instrument was administered to 320 Montreal children ranging in age from two to six years. Data analyses by age (3-month intervals) revealed significant differences from the American population, with the present population scoring significantly higher at each age range. No significant trends were found between males and females. Intercorrelation coefficients between the three assessed areas ranged from .75 to .79. Quantitative differences may be reflective of: (1) the sampling techniques employed in the present study; (2) different degrees of acculturation between populations; (3) different testing settings; and (4) enthusiasm of volunteer testers in the present study. Based upon the data new cutoff points (norms) are suggested to identify children who may have potential problems and children who may be potentially gifted. Predictive validity studies need to be demonstrated for the Canadian population and special attention should be given both false positives and false negatives. (Author/PN)

DOCUMENT RESUME

ED 269 463 TM 860 317

Schratz, Mary K.
Measuring Up in an Individualized Way with CAT-ASVAB: Considerations in the Development of Adaptive Item Pools.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adults; *Aptitude Tests; *Computer Assisted Testing; *Item Banks; Latent Trait Theory; Microcomputers; Military Personnel; Occupational Tests; Postsecondary Education; *Test Construction; Test Items; *Vocational Aptitude
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Test Specifications

A computerized adaptive testing version of the Armed Services Vocational Aptitude Battery (CAT-ASVAB) is being developed to test ten areas of vocational aptitude. Development of the CAT-ASVAB is based upon the use of item banks, testing and scoring procedures, assessment of test reliability and test validity, a technical manual, and the development of equated scores for the paper-and-pencil and the CAT-ASVAB. There are three main considerations in the development of item pools: (1) content specifications--careful analysis of the content, skills, and knowledge comprising the aptitude area, and review of items; (2) item preparation, including consideration of the capabilities of the computer and its display, and psychometric standards as judged by experts; and (3) item calibration. The data collected for more than 2,000 test items on a military applicant sample provided item responses for over 2,000 examinees per item, for calibration purposes. The CAT-ASVAB battery uses the three parameter model, which assumes the concept of unidimensionality of each item. Future plans include the use of microcomputers for test administration, further work on the comparability of paper-and-pencil and computerized batteries, and the creation of a central testing facility. (GDC)

DOCUMENT RESUME

ED 269 476 TM 860 334

Buhr, Dianne C.; Algina, James

A Comparison of Item Parameter Estimates and Ability Parameter Estimates Obtained by Different Methods Implemented by BILOG.

SPONS. AGENCY- Florida Univ., Gainesville. Inst. for Student Assessment and Evaluation.

PUB DATE- Apr 86

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Ability; *Bayesian Statistics; Comparative Analysis; Computer Oriented Programs; Correlation; *Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; Mathematical Models; Maximum Likelihood Statistics; Statistical Distributions; Statistical Studies

IDENTIFIERS- Ability Estimates; Ability Parameters; *BILOG Computer Program; *Item Parameters; One Parameter Model; Robustness; Three Parameter Model; Two Parameter Model

The focus of this study is on the estimation procedures implemented in BILOG, a computer program. One purpose is to compare the item parameter estimates produced by various procedures available in BILOG. Four different models are used: the one, two, and three parameter model and a three parameter model with common guessing parameters. The results generally indicate that the various item parameter estimation procedures tend to yield similar results. The major exception concerned the Bayesian and maximum likelihood procedures (MLP) applied to the three parameter model. The MLP has a tendency to produce more extreme estimates than the Bayesian procedure. A second purpose is to compare the ability estimates produced by the available procedures: maximum likelihood, expected a'posteriori, and maximum a'posteriori. The results indicated that: (1) robustification is not a strong effect on the mean or standard deviation of the ability estimates; (2) the mean and variance of the ability estimates are not strongly effected by the type of item parameter estimates used in calculating ability estimates; and (3) the effect of ability estimation procedure is fairly strong on the ability estimates. (PN)

DOCUMENT RESUME

ED 269 489 UD 024 810

Smith, Donald H.
Testimony to the State of New York Legislative Hearing on Dropouts.

PUB DATE- 20 Mar 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blacks; *Black Students; Cultural Education; Dropout Rate; *Dropouts; *Educational Environment; *Hispanic Americans; *Social Problems; Youth Problems

This paper, which was presented as testimony at the State of New York hearing on dropouts, presents three causes for the high dropout rates of Black and Hispanic students and offers some solutions. It is noted that in large cities dropout rates range from as high as 50% to 70% among Blacks and Hispanics. The reasons cited for these high rates are: (1) personal and cultural dehumanization in the schools; (2) academic humiliation; and (3) drug addiction. These three problems are examined in some detail. Suggested solutions to the problem are given: (1) early childhood education; (2) implementation of effective schools programs; (3) curricula that are based on the cultural heritage of the affected ethnic groups; (4) academic vocational, interpersonal, and cultural counseling; (5) providing employment to students after graduation as an inducement to finish school; (6) education of the parents and community in order to provide a support network for the students; (7) assertion of political power in minority neighborhoods; (8) major financial commitment; and (9) prevention of drug abuse through education, and cutting off the availability of drugs. (CG)

DOCUMENT RESUME

ED 269 503 UD 024 838

After "Aguilar v. Felton": Chapter 1 Services to Nonpublic Schoolchildren. A Report Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, Ninety-ninth Congress, Second Session (March 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 71p.; Serial No. 99-N. Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- *Compliance (Legal); Educational Finance; Elementary Secondary Education; Federal Aid; Government School Relationship; Legal Problems; *Private School Aid; *Private Schools; *School District Spending; *Shared Resources and Services; State Church Separation

IDENTIFIERS- *Aguilar v Felton; Education Consolidation Improvement Act Chapter 1

This report presents guidelines for complying with the Supreme Court's "Aguilar v. Felton" decision, which held that the method most commonly employed by local educational agencies to serve private school children under the Chapter 1 program-- public school teachers providing instructional services on the premises of non-public sectarian schools--was unconstitutional. The report is divided into two parts. The first provides: (1) legal analysis of constitutional guidelines for providing Chapter 1 services and (2) analysis of permissable uses of funds under Chapter 1 and how these fit into constitutional guidelines (both prepared by the Congressional Research Service in the Library of Congress); (3) comments on these legal analyses by the Departments of Justice and Education; and (4) the Department of Education's "Felton" guidance document. Part 2 describes what some school districts are doing to effectively comply with Felton. Case studies of a number of school districts are presented. (KH)

DOCUMENT RESUME

ED 269 517 UD 024 870

Ascher, Carol
Improving Schooling to Reduce Teenage Pregnancy. ERIC/CUE Digest, Number 28.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 3p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aspiration; *Adolescents; Blacks; Desegregation Effects; *Early Parenthood; *Educational Benefits; Elementary Secondary Education; Emotional Disturbances; Job Training; *Pregnancy; Preschool Education; Unemployment; Youth Problems

This brief digest discusses teenage pregnancy and various educational strategies that appear to affect pregnancy rates. While pregnancy among white teenagers has increased since the 1970s, the birthrate among black teenagers is still five to eight times higher. Teenage mothers and fathers have lower educational attainment and income than their peers who delay childbearing. Early parenthood has short- and long-term consequences for the children as well. Babies of teenage mothers are at risk for low birth weight and high infant mortality; moreover, children of adolescent parents tend to become teenage parents themselves. Some studies show that teenage parents risk alienation from school, unemployment, or underemployment. In contrast, positive school experiences and steady progress toward employment reduce the changes of teenage pregnancy. Preschool education has been found to correlate positively with later lower delinquency and pregnancy rates in teenagers. Desegregation was also found to correlate positively with a reduction in pregnancy before the age of 18. High educational goals appear to be related to a lower incidence of adolescent pregnancy. Finally, several studies of job training programs show that for those students who do not have aspirations towards higher education, appropriate preparation for employment may serve the same positive purpose in reducing teenage pregnancy. (CG)

DOCUMENT RESUME

ED 269 531 UD 024 884

Unrealized Potential: Case Management in the U.S Refugee Program. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Berkeley Planning Associates, Calif.; Lewin and Associates, Inc., Washington, D.C.; Refugee Policy Group, Washington, DC.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 31 May 85
NOTE- 116p.
CONTRACT- 600-84-0231
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Federal Programs; Land Settlement; *Refugees; *Social Services; Social Workers
IDENTIFIERS- *Case Management; Refugee Assistance

This report presents findings of a study of case management in the United States refugee program. "Case management" is defined as a coordinated activity designed to improve use of services and assistance programs by providing for formal linkages between multiple service providers and by designating a single individual or agency to be responsible for each client. The report is divided into four chapters. Chapter 1 presents background information and describes the purpose and methodology of the study. Chapter 2 outlines a generic model of case management. Chapter 3 describes variations in case management design and implementation, divided into sections dealing with the goals of and impetus for case management, client service delivery issues, institutional relationships, state administration of case management programs, and financing and cost issues. Chapter 4 presents a summary of findings and conclusions. For the most part case management can have beneficial effects on refugee prospects for self-sufficiency. However, current programs are often marked by confusion about the roles to be played by providers, duplication of effort, and a lack of linkages between the case manager and service providers. Thus, refugee case management appears to be an approach with unrealized potential. Appendices contain an explanation of refugee case management practices in selected states and a short bibliography. (KH)

DOCUMENT RESUME

ED 269 545 UD 024 903

The Transition Program for Refugee Children 1984-1985.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 16p.; Prepared by the Bilingual Education Evaluation Unit. For the program reports for 1982-83 and 1983-84, see ED 245 048 and ED 260 158.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Acculturation; *Bilingual Education Programs; English (Second Language); *English Instruction; High Schools; *Program Effectiveness; *Refugees; Urban Schools
IDENTIFIERS- New York City Board of Education; *Refugee Assistance

In 1984-85, the third year of its operation, New York City's Transition Program for Refugee Children (T.P.R.C.) provided funds to 42 public and four non-public schools (each having five or more refugee students). T.P.R.C. provides classes in English as a second language (E.S.L.) and/or content-area instruction with the E.S.L. approach specifically designed to improve English language skills. The program also attempted to acclimate students to American life and culture. Student achievement test results based on Criterion Referenced English Syntax Test (CREST) scores for 1984-85 found that T.P.R.C. students are generally progressing in their knowledge of reading and in mathematics at the same rate as the national norms and exceeded the city-wide criteria of one CREST objective per month of instruction. Students are doing well despite the fact that, while funding for the 1984-85 academic year was decreased by 40 percent compared to the 1983-84 year, the number of participants nearly doubled. (KH)

ED 269 437 TM 860 269

DeAyala, R. J.; Koch, William R.

A Computerized Implementation of a Flexilevel Test and Its Comparison with a Bayesian Computerized Adaptive Test.

PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Bayesian Statistics; *Comparative Analysis; *Computer Assisted Testing; Correlation; Estimation (Mathematics); Item Analysis; Item Banks; Latent Trait Theory; Scores; Scoring; Simulation; Testing Problems
IDENTIFIERS- *Ability Estimates; Item Parameters; *Three Parameter Model; T Test

A computerized flexilevel test was implemented and its ability estimates were compared with those of a Bayesian estimation based computerized adaptive test (CAT) as well as with known true ability estimates. Results showed that when the flexilevel test was terminated according to Lord's criterion, its ability estimates were highly and significantly correlated with those of the Bayesian based CAT and with the known true thetas. Matched t-tests between the flexilevel and the Bayesian CAT and with the known true thetas were not significantly different from one another. The primary implication of this study is that it is feasible to implement a computerized adaptive test without having to create a calibrated item pool containing 200 or more items, as is the case with Item Response Theory (IRT) based CAT systems. Neither the software nor the hardware needed for flexilevel CAT methods present the rather serious obstacles that they often do for IRT-based CAT. This fact and the result that flexilevel CAT ability estimates compare favorably with the IRT-based CAT ability estimates indicate that, for the first time, CAT procedures can be made practical and feasible for ordinary classroom testing. (Author/PN)

ED 269 450 TM 860 284

Allerup, Peter
Why I Like to Read--Statistical Analysis of Questionnaire Data.
Danish Inst. for Educational Research, Copenhagen.
REPORT NO.- DPI-1985-61; ISBN-87-7414-223-3
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Elementary Education; Factor Analysis; Foreign Countries; Foreign Students; Goodness of Fit; Latent Trait Theory; Mathematical Models; *Models; Questionnaires; *Reading Attitudes; Scoring; *Statistical Analysis; Statistical Studies; Testing
IDENTIFIERS- Denmark; *Rasch Model

Approximately 1200 Danish school children aged 8, 11, and 14 participated in a questionnaire study under the caption, "Why I like to read." Data from Denmark formed part of an international study, in which 12 other countries used the same questionnaire to explore various functions of reading and to compare them over different countries. This study concentrated on gathering information by questionnaires, using the "why I like to read" data as examples. The 50 questions are described as dividing points for reducing differentiated information, given in a whole series of questions, down to score information. Such information is calculated based on components resulting from factor analyses indicating a group of questions which belongs to one conceptual unity related to reading. These components are grouped into seven dimensions: enjoyment-stimulation, enjoyment-fiction, future, diversion, my country, professional skill, and improvement of reading. A class of statistical models, especially designed to deal with categorical data, is used for these analytic purposes. The "why I like to read" data is analyzed from the viewpoint of Rasch models and is carried through testing procedures, resulting in homogeneous items. Misfits to the model are considered to be useful conflicts on which to base a new analysis. The appendix contains the questionnaire. (LMO)

ED 269 464 TM 860 318

Holmes, Susan E.
Multi-Purpose Tests: A Solution to Test Proliferation.
PUB DATE- 19 Apr 86
NOTE- 50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Basic Skills; *Content Analysis; Correlation; Elementary Secondary Education; Field Studies; Grade 6; Item Analysis; Latent Trait Theory; Mathematics Tests; Norm Referenced Tests; *Research Methodology; Scaling; *Testing Problems; *Testing Programs; *Test Use; Test Validity
IDENTIFIERS- *California Assessment Program; *Stanford Achievement Tests; Test Redundancy

This research, conducted for California State Department of Education, is one component of a feasibility study focusing on ways to make the testing process more efficient by application of multi-purpose tests (MPT). MPT are designed, administered and scored to serve more than one purpose and to consolidate and unify testing programs as a partial solution to test proliferation. A content review identifies common skills measured by the California Assessment Program (CAP) and the Stanford Achievement Test. Empirical information was collected about matched CAP and Stanford item performance from a mathematics field test. A core set of multi-purpose items was identified. A validation study of over 1,000 grade 6 students examined the accuracy of the estimates of norm-referenced test information from the multi-purpose item set identified. The general strategy was to estimate Stanford total test and subtest scores in mathematics by applying item response theory techniques to the identified multi-purpose item set. Estimated scores were then compared with total test and subtest scores actually earned by students. The correlations between pairs of estimated and actual scaled scores were large, and scaled root mean square differences were small. Results indicate: (1) some testing programs evaluate common skills, supporting the concept of a consolidated testing system; (2) there is a need for statewide content domains; and (3) using multi-purpose testing methodology is feasible. (PN)

ED 269 477 TM 860 336

Siskind, Teri G.; Rose, Janet S.
CRT Development: An Overview of Why and How--One District's Perspective.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). For related document, see TM 860 339.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Criterion Referenced Tests; Educational Objectives; *Educational Testing; Elementary Secondary Education; Feedback; Language Tests; Mathematics Tests; Measurement Objectives; Pilot Projects; Pretesting; *School Districts; Task Analysis; *Test Construction; Test Format; Test Items; *Test Theory
IDENTIFIERS- *Charleston County School District SC; *Test Specifications

The Charleston County School District (CCSD) has recently begun development of criterion-referenced tests (CRT) in different subject areas and for different grade levels. This paper outlines the process that CCSD followed in the development of math and language arts tests for grades one through eight and area exams for required high school courses. The test development process begins with a statement of instruction or an objective. Methods for making objectives testable include revision, creation of new objectives, or grouping objectives into domains. The test purpose and feedback desired should be a guide in making objectives testable. Blueprinting refers to outlining the content to be tested and requires the developer to decide which objectives to test and the number of items needed to test each objective. Test and item specifications provide guidelines for writing items for a given objective. Objectives identification and specifications development provide the foundation for item construction. The pilot test tries out items and administration procedures, obtains empirical data for item evaluation and test form composition, and obtains performance data from students. Decisions to eliminate or retain items for future test forms depend upon the analysis of test data and the preference of the instructional staff. (PN)

ED 269 490 UD 024 811

Maxwell, Joan Paddock

No Easy Answers: Persistent Poverty in the Metropolitan Washington Area.

Greater Washington Research Center, Washington, DC.

PUB DATE- Dec 85
NOTE- 96p.; Funded in part by the Commission on Social Services of the Department of Human Services of the Government of the District of Columbia.
AVAILABLE FROM- Greater Washington Research Center, 1717 Massachusetts Ave., N.W., Suite 403, Washington, DC 20036-2076 ($15.00; student price $7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Black Youth; Census Figures; *Child Welfare; Educational Opportunities; *Employed Women; Employment Opportunities; *Females; Heads of Households; One Parent Family; *Poverty; Unemployment; *Welfare Services
IDENTIFIERS- *District of Columbia

This paper examines the extent and nature of poverty in Metropolitan Washington, D.C., how it compares to poverty in other similar metropolitan areas, and what can be done to reduce the numbers of persons suffering from persistent poverty in Washington. According to 1970 and 1980 U.S. Census Bureau data, poverty in the Washington, D.C., metropolitan area was concentrated among blacks, particularly among black female-headed families. The black male employment picture became significantly worse during the 1970s, and poverty among black children was high and may increase. Poor, uneducated black female heads of families in the District can be expected to have difficulty earning their way out of poverty. Over the long term, programs that increase educational attainment, decrease teenage pregnancy, and increase employment appear likely to reduce poverty; but in the near term some form of income support is needed. (CG)

ED 269 504 UD 024 839

Immigration Statistics. Hearing before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Ninth Congress, First Session (October 10, 1985).

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 86

NOTE- 109p.; Serial No. 99-32. Parts of document contain small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Census Figures; Community Size; *Demography; Hispanic Americans; *Immigrants; *Information Needs; Population Trends; *Refugees; *Statistical Data; Undocumented Immigrants

IDENTIFIERS- Bureau of the Census; Immigration and Naturalization Service

This document provides a transcript of a hearing of the House Subcommittee on Census and Population which focused on immigration statistics and ways of improving the methods of accounting for all immigrants. Prepared statements were presented by four witnesses: (1) Daniel B. Levine, the director of the Panel on Immigrations Statistics, who discussed the type of data needed for developing immigration policies; (2) John E. Nahan, the director of the Office of Plans and Analysis, Immigration and Naturalization Service (INS), commenting on the INS's efforts to reform its statistics collection; (3) Jeffrey S. Passel, of the Demographic Research Population Division, Bureau of the Census, who described the role of the Census Bureau in immigration statistics and presented some of its findings on the numbers and characteristics of undocumented aliens; and (4) Alejandro Portes, a sociologist, who presented a report on the adaptation process of 1980 Cuban and Haitian refugees in South Florida. In general, it was observed that current statistical reporting practices do not provide sufficient information to analyze the impact of immigration or to make policy decisions. (KH)

ED 269 518 UD 024 871

Ascher, Carol
Creating Racial Integration in a Desegregated Magnet School. ERIC/CUE Digest, Number 29.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 3p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ability Grouping; Blacks; *Desegregation Methods; *Magnet Schools; *Racial Differences; Racial Integration; *Racially Balanced Schools; Racial Relations; *School Desegregation; *School Resegregation; Suspension; Urban Schools
IDENTIFIERS- *Cooperative Learning; ERIC Digests

This brief digest reviews research findings on achieving racial integration in desegregated magnet schools. Studies show that resegregation tends to occur in most schools after desegregation as a result of tracking and ability grouping; furthermore, as the numbers of blacks rise in a school, the resegregation in classrooms tends to rise. A number of cooperative learning techniques have recently been developed which seem to work well in the integrated, heterogeneous classroom and are found to have a positive effect on race relations and achievement. Newly desegregated schools are found to expel a disproportionately high number of black students and, in general, discipline of these students is found to be more severe than with white students. Here again, cooperative learning techniques are found to build a more positive climate and reduce suspensions. Blacks and other minorities are heavily represented in compensatory education classes which, because they are pull-out programs, tend to increase resegregation. In planning desegregated magnet schools, it appears useful to: (1) maintain a mixed stable student body, (2) include children of different abilities in each classroom, (3) avoid tracking, (4) encourage interracial contact in academic and extracurricular activities, (5) recruit teachers and principals who are concerned with racial equality, (6) initiate staff development programs dealing with desegregation, and (7) involve parents in classroom instruction. (CG)

ED 269 532 UD 024 885

Hallman, Clemens L.; And Others
Haitian Value Orientations. Cultural Monograph Number 2. Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors.
Florida Univ., Gainesville.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 82
NOTE- 48p.
GRANT- G008102500
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Cultural Background; *Cultural Traits; *Educational Experience; Elementary Secondary Education; Family Role; Foreign Countries; *Haitian Creole; *Haitians; Immigrants; Religion; Student Needs; *Values
IDENTIFIERS- *Haiti

A value orientations approach is used in this report to construct an overview of Haitian culture and its relation to education. The paper consists of five major sections. The first introduces cultural value orientations as a conceptual scheme. Culture is defined as the learned patterns of thinking, feeling and behaving that make life meaningful for a particular group of human beings. All cultures contain values that can be organized into six "clusters": nature, the self, society, the supernatural, human nature, and the family. Section 2 provides axiological definitions of the basic value orientations, outlining them as a range of choices toward solving life's problems and evaluating the solutions. Section 3 describes Haitian culture in general terms. It focuses on the history of colonization, the political situation, education, United States influence, and population trends. Section 4 follows the previously presented outline of value orientations to present details on Haitian values. Finally, Section 4 discusses the influence of culture on the Haitian education system. General features of Haitian education are described, and emphasis is placed on cultural aspects of schooling, such as language use and behavior expectations, which are of interest to North American teachers of Haitian immigrants. It is concluded that American teachers should look beyond the classroom experience to cultural factors in order to understand Haitian students' academic behavior and performance. A general outline of U.S. value orientations, references, and a supplementary bibliography are appended. (KH)

ED 269 546 UD 024 904

Theodore Roosevelt High School Project CHASP 1983-1984.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 62p.; Prepared by the Bilingual Education Evaluation Unit. For the 1982-83 report, see ED 254 036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Bilingual Education Programs; *Cambodians; Counseling Services; English (Second Language); *Hispanic Americans; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Staff Development; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education

In 1984-85, the final year of a two-year funding cycle, Project CHASP (Cambodian and Hispanic Achievement for Students and Parents) at Theodore Roosevelt High School in the Bronx, New York, served 75 Hispanic and 71 Cambodian students in Grades 9 and 10. Instruction was provided in English as a second language (E.S.L.) and native language development, in addition to bilingual instruction in mathematics, science, and social studies. For the most part, both the Hispanic and Cambodian student groups came from rural settings and demonstrated low educational skills. Native language arts classes were offered only to Hispanic students because the program did not have a Khmer-speaking teacher. Cambodian students were taught content-area courses by monolingual English-speaking teachers using an E.S.L. approach with the assistance of bilingual Cambodian paraprofessionals. Title VII funds supported administrative and support service positions, guidance services, home visits, extracurricular activities, curriculum development, and staff development and parent participation activities. Program students met the proposed objective for acquisition of English syntax. Cambodian students met proposed objectives for achievement in mathematics, science, and social studies. Data were not provided to assess the objectives for Hispanic students in mathematics. Hispanic students failed to meet objectives in native language achievement. (KH)

ED 269 438 TM 860 270

Dilling, H. J.
A Co-Operative Provincial-Local Project to Evaluate Components of a Local System with a View to Initiating Change.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Boards of Education; *Cooperative Programs; Educational Assessment; Educational Change; Educational Needs; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Federal Programs; Foreign Countries; *Models; *Program Evaluation; *School Districts; State Departments of Education
IDENTIFIERS- Canada; Cooperative Eval and Develop of School Systems; Evaluation Research; *Model Characteristics

This paper describes an evaluation model developed by the Ontario Ministry of Education and illustrates how it was adapted to meet local and provincial needs of the Scarborough School System for accountability data and direction for change. The basic Cooperative Evaluation and Development of School Systems (CEDSS) model includes five stages of evaluation (initiation, internal evaluation, external evaluation, cooperative review, and final evaluation report) and three stages of development (analysis and response, implementation and incorporation). Three features of the school system prompted modification of the basic CEDSS model: (1) its large size; (2) its self-contained Research Centre; and (3) its desire to reflect the wishes of board employees and the public regarding evaluated topics. A provision was made for a Board Advisory Committee to provide input to decision making at various stages, and for an Initiation Team to assist in effecting system and community awareness and in eliciting a willingness to participate in CEDSS. The customary one-year timeline for a CEDSS project was extended to two years in Scarborough. A list of concerns for the evaluation phase of future CEDSS projects is presented. The benefits of this project both to the Ministry of Education and to the local school system are briefly described. (PN)

ED 269 491 UD 024 812

Corcoran, Thomas B.; Rouk, Ullik
Using Natural Channels for School Improvement: A Report on Four Years of Urban Development Program.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 91p.

CONTRACT- 400-83-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Change; *Information Dissemination; Information Networks; *Professional Associations; Research and Development; *Research Utilization; *School Effectiveness; Secondary Education; Technical Assistance; *Urban Education
IDENTIFIERS- Delaware; *Effective Schools Research; New Jersey; Pennsylvania

The Urban Development Component at Research for Better Schools, Inc., attempted to attack problems facing urban secondary schools in Delaware, New Jersey, and Pennsylvania by using the "natural channels" of educational and civic associations to disseminate research and development information and to work collaboratively toward improving schools. The first section of this final report presents the project rationale and discusses the status of the region's "small cities" and research on educational change and school effectiveness. The next section describes the project goals. The role played by professional and civic associations as collaborators in school improvement is discussed next, and the effects and impact of the project on the associations, school districts and participating schools are then described. The final section concludes that associations make important contributions to school improvement by: increasing participation activities; improving the utilization quality of R & D information and products; identifying opportunities for successful implementation of projects; providing training, technical assistance, and follow-up support; and contributing to a climate of acceptance and cooperation. Critical characteristics of associations and their relationship to involvement in improvement activities are explored. Finally, implications of the "natural channels" approach for State and local policymakers are examined. Appendix A lists the cooperating organizations. Appendix B lists Urban Development products and publications. (CG)

ED 269 505 UD 024 840

War on Poverty--Victory or Defeat? Hearing before the Subcommittee on Monetary and Fiscal Policy of the Joint Economic Committee, Congress of the United States, Ninety-Ninth Congress, First Session (June 20, 1985).

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-99-411
PUB DATE- 86
NOTE- 181p.; Parts of document contain small, light print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; *Federal Programs; Low Income Groups; *Poverty; *Poverty Programs; Program Effectiveness; Welfare Recipients; *Welfare Services
IDENTIFIERS- *War on Poverty

This document presents a transcript of a Joint Subcommittee on Monetary and Fiscal Policy hearing on the impact of the Federal "War on Poverty" programs. Testimony and submissions for the record included: (1) a paper by Lowell Gallaway et al., "The 'New' Structural Poverty: A Quantitative Analysis," which examines the effects of transfer programs on the poverty rate and argues that increases in transfer income have led to a new kind of poverty that is entered into by choice; (2) a paper by Peter Gottschalk, "The Successes and Limitations of the War on Poverty and the Great Society Programs," which argues that the poverty programs' outcomes have been mixed; (3) a statement by Robert Greenstein, which disputes the claim that the programs have backfired, contends that some poverty is caused by declines in the economy and in real wages, and calls for new efforts to create jobs, reduce tax burdens on the poor, and toughen child support collection; and (4) a paper by Charles Murray, which argues that many factors in society and social policy affect the poverty rate and describes the interaction of some of these factors. (KH)

ED 269 547 UD 024 905

Park West High School Bilingual and High School Equivalency Program 1983-1984.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 67p.; Prepared by the Bilingual Education Evaluation Unit.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Counseling Services; English (Second Language); English Instruction; High Schools; *Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Urban Schools

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title VII; New York City Board of Education

The Vocational and High School Equivalency Bilingual Program is a basic bilingual secondary education program conducted at Park West High school in New York, New York. The program helps limited English proficiency (LEP) students develop their English language skills so that they can participate effectively in mainstream classes and prepare to take a meaningful part in the labor market. This is done by providing English as a second language (ESL) and bilingual instruction, and then gradually increasing English usage in content area instruction until the student can be mainstreamed. During 1983-84, the first year of funding, the program provided instruction and support services to 145 Hispanic LEP students in Grades 9-11. Because of entry criteria (extremely low or non-existent English proficiency), most program students were recent immigrants with diverse cultural and immigration histories. An evaluation of the first year found that the program appears to be fulfilling its objectives. Student achievement objectives were met in English language development, in native language performance, in the fall semester mathematics classes (but not in the spring classes), and in attendance. (KH)

ED 269 451 TM 860 298

Noland, Theresa Koontz; Taylor, Bob L.
The Effects of Ability Grouping: A Meta-Analysis of Research Findings.
PUB DATE- Apr 86
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; Affective Measures; Cognitive Tests; Effect Size; Elementary Secondary Education; Instructional Program Divisions; *Meta Analysis; Racial Factors; *Scores; *Self Concept; Sex Differences; Socioeconomic Status; Statistical Data; Tables (Data); Time on Task

The study reported in this paper quantitatively integrated the recent research findings on ability grouping in order to generalize about these effects on student achievement and student self-concept. Meta-analysis was used to statistically integrate the empirical data. The relationships among various experimental variables including grade level, sex, race/ethnicity, ability level of students, the subject matter being taught, the length of time students were grouped, and the effects of ability grouping were investigated. The relationships among various study characteristics including publication data, school size data, school socio-economic status, school geographic location, school curriculum information, the number of ability levels, measurement information, experimenter information, internal validity and the effects of ability grouping were investigated. The major findings of this study, based on 720 measurements derived from experimental data in 50 studies reported between 1967 and 1983, were that students who were ability grouped had the same cognitive outcome scores as students who were not ability grouped, and had lower affective outcome scores than students who were not ability grouped. The findings indicated not only that the practice of ability grouping does not increase student achievement, but also that ability grouping has adverse effects on students' self-concept. A bibliography containing nine citations from 1971 to 1985 is included. (Author/PN)

ED 269 465 TM 860 320

Jones, Calvin; And Others
National Longitudinal Study of the High School Class of 1972 Fifth Follow-Up Survey and High School and Beyond Third Follow-Up Survey. Field Test Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 15 Jul 85
NOTE- 132p.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Data Collection; *Evaluation Methods; *Field Tests; Followup Studies; *Graduate Surveys; High Schools; Item Analysis; *Longitudinal Studies; National Surveys; *Questionnaires; Research Methodology; Responses; Statistical Distributions
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972; Response Rates (Questionnaires)

The combined field tests for the third follow-up survey of High School and Beyond (HSB) and the fifth follow-up survey of the National Longitudinal Study of the High School Class of 1972 (NLS-72) were conducted during the spring of 1985. The overall purposes of the field tests were to evaluate questionnaires and procedures to be used for the full-scale surveys scheduled for 1986. Both the NLS-72 and the HSB questionnaires were reviewed for item nonresponse for all items with four percent or more missing data. Both questionnaires included a large number of skip patterns. Empirical results concerning response rates to skip patterns were discussed and special problems requiring revision were analyzed. A calendar format was tested to offer an effective way of capturing periods of interrupted schooling and employment, reducing the size of the main survey data file without compromising data quality. The effectiveness of new and revised HSB and NLS-72 items were evaluated by frequency distributions and evaluators' observations. The current follow-up surveys of HSB and NLS-72 were conducted primarily by mail. However, locating for the NLS-72 field test was done by telephone. In addition, a separate questionnaire, the Teaching Supplement was developed for a subset of the NLS-72

sample. (PN)

ED 269 478 TM 860 338

Yap, Kim Onn
Diversity in Program Improvement Approaches: Implications for Technical Assistance.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Consultants; Consultation Programs; Educational Change; Educational Improvement; Elementary Secondary Education; Federal Programs; Models; Professional Services; *Program Implementation; *Program Improvement; *School Districts; *State Departments of Education; *Technical Assistance; Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Technical Assistance Centers

Program improvement activities can be classified into four categories based on the source of the impetus and the locus of the change agent: systematic, symbolic, opportunistic, and pragmatic. This paper (1) describes the various approaches to implementing Chapter 1 program improvement activities at the state and local district levels in 13 western states through the provision of technical assistance by an outside agency; (2) categorizes these approaches in terms of essential ingredients for fostering change in education; and (3) discusses implications of the findings for future work in program improvement. During 1982-85, the Region 4 Technical Assistance Center (TAC) provided over 300 workshops and consultations on program improvement topics alone. A majority of the program improvement activities are found in the opportunistic or pragmatic category. This implies that understanding of and expectations for program improvement in Chapter 1 should be moderated in the face of reality constraints, that many of the school improvement models currently in use may need to be adapted or tailored to accommodate assumptions inherent in the improvement package, and that TAC staff should take advantage of the diversity of approaches being initiated to afford flexibility in promoting incremental improvements in Chapter 1 projects. (PN)

ED 269 519 UD 024 872

Keith, Timothy Z.

Does Bilingual Education Improve Hispanics' Achievement? A Large-Sample Path Analysis.

PUB DATE- 21 Apr 84
NOTE- 8p.; Paper presented at the National Association of School Psychologists Convention (Philadelphia, PA, April 21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; Followup Studies; *Hispanic Americans; Language Maintenance; *Native Language Instruction; *Outcomes of Education; Path Analysis

This study concerns the influence of native language instruction in grades one through six on bilingual Hispanics' high school achievement. A nationally representative sample of 58,000 high school sophomores and seniors (the High School and Beyond data set) was used as the data source. Path analytic techniques were used to determine the magnitude of the effect of early native language instruction, while controlling for other relevant influences which included ethnic origin, mother's years in the United States, family background, intellectual ability, Hispanicity, English proficiency, and extent of native language instruction. Results suggest that the extent of native language instruction a bilingual Hispanic student receives has a negative influence on his or her later achievement. Other direct influences were ability, English proficiency, family background, mother's years in the United States (negative) and Hispanicity (negative). Results were consistent across different measures of extent of native language instruction. These preliminary and tentative results suggest that a transitional approach to bilingual education may be more fruitful than a maintenance approach. (CG)

ED 269 533 UD 024 886

Hallman, Clemens L.; And Others
Value Orientations of Vietnamese Culture. Cultural Monograph No. 3. Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors.
Florida Univ., Gainesville. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 42p.
GRANT- G008102500
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Background; *Cultural Influences; Family (Sociological Unit); Human Relations; Mythology; Self Concept; Social Systems; *Teacher Education; *Values; *Vietnamese People
IDENTIFIERS- *Value Orientations; *Vietnam

This teacher training monograph deals with value orientations of cultures in general with specific reference to Vietnamese culture. The first two sections discuss the conceptual issues of value orientation and give axiological definitions of the six clusters used to describe cultural orientation. The third section introduces the section on Vietnamese culture by giving a brief history of Vietnam. Section IV takes each of the six value orientations defined in the first sections (nature, self, society, the supernatural, human nature, and the family) as well as some axiological sub-sections and defines them in the context of Vietnamese culture. Included are some folk tales and poems to illustrate certain Vietnamese cultural beliefs. The appendix consists of a very brief outline of U.S. value orientations in the same six categories. This is followed by an annotated bibliography, largely on Vietnamese cultural issues. (CG)

ED 269 439 TM 860 271

Gramenz, Gary W.; And Others
The Effect of Sex-Dependent Norms on Aggregated Reading and Mathematics Test Scores.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Analysis of Variance; Correlation; Grade 3; *Mathematics Tests; Primary Education; *Reading Tests; Scores; *Sex Differences; Statistical Significance; Statistical Studies; *Testing Problems; *Test Norms
IDENTIFIERS- *Palm Beach County Schools FL; Pearson Product Moment Correlation; Spearman Rank Correlation Coefficient; *Stanford Achievement Tests; T Test

The study reported in this paper examined whether a disproportionate number of boys and girls in a given grade level at various schools might have an inequitable effect on the mean achievement test scores of those schools. The student population of the Palm Beach County Schools, Florida, reflecting a cross-section of socio-economic backgrounds, had approximately 6,000 students at each grade level with the proportion of boys and girls in the system virtually identical. The data base included the third grade Stanford Achievement Test, Seventh Edition (SAT/7), Reading Comprehension, Concepts of Number, Mathematics Computaton, and Mathematics subtest scores for 1983 and 1984. The results of a 1984 preliminary study indicated grade three had the greatest number of statistically significant differences in mean Normal Curve Equivalent (NCE) reading and mathematics scores between boys and girls. Total-group and sex-dependent norms were generated for each of the four subtests and were used to develop total-group and sex-dependent district/school NCE scores. Analysis of variance, Spearman's correlation coefficient and t-tests indicated that the differences in third grade school NCE reading and mathematics means, rank orderings, and change scores were not sufficient to justify the use of sex-dependent norms. (PN)

ED 269 492 UD 024 819

de Silva, Deema; Freund, Elizabeth

A Tutor Handbook for TRIO Programs. Operation Success.

Wichita State Univ., Kans.

PUB DATE- 85

NOTE- 83p.; For related document, see ED 244 000.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disadvantaged; Higher Education; *Peer Counseling; *Peer Teaching; Stress Management; Student Motivation; *Study Skills; Teaching Methods; *Tutoring; *Tutors
IDENTIFIERS- Operation Success; *TRIO Programs; Wichita State University KS

This handbook for tutors participating in the federally funded Operation Success Special Services Program, one of the college level TRIO programs designed to aid students from disadvantaged backgrounds, was compiled with the cooperation of tutors at the Wichita State University. The first section describes the needs of the students being tutored and discusses student centered learning and time allotment; it includes flow charts designed to help the tutor understand the overall learning process. Section II presents the tutor's responsibilities, necessary skills, and general information about how to conduct the tutoring sessions. Section III considers stress and stress management. Section IV describes the concept of peer counseling and gives tips on how to be most effective in this role. Section V discusses learning theories and styles, and section VI presents a variety of studying techniques: note taking, preparing for taking exams, time management, and strategies for motivating the students. The booklet includes many checklists and flow charts to aid the tutor in preparing for and accomplishing the task of assisting disadvantaged fellow students. (CG)

ED 269 506 UD 024 842

The West Virginia Dropout Study 1984-85.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Feb 86

NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; Dropout Rate; *Dropout Research; *Dropouts; Educational Status Comparison; *Family Role; High Schools; *School Role
IDENTIFIERS- *West Virginia

This study of dropout statistics in West Virginia in school year 1984-85 presents the data in the form of graphs. Each graph is followed by a one sentence conclusion and a question or questions about the dropout problem. Topics and questions covered are as follows: (1) was the dropout involved in Educational Consolidation Improvement Act (ECIA) or non-ECIA programs; (2) was the student enrolled in a program in compliance with P.L. 94-142; (3) with whom is the dropout living; (4) the parents' work status; (5) the economic status of the dropout's residence; (6) the parent's education level; (7) the month the dropout left school; (8) the age of the dropout; (9) has the student dropped out and returned previously; (10) the grade level at exit; (11) what was the class size; (12) the dropout's ranking in class; (13) the dropout's scholastic ability; (14) the dropout's program of study; (15) whether the dropout failed any courses at last report; (16) number of years retained; (17) the attendance pattern; (18) the disciplinary record; (19) participation, if any, in extracurricular activities; (20) whose idea was it for the student to leave school; (21) what special efforts were made to retain student; (22) was there an exit interview; (23) were the parents contacted; (24) how did parents feel; (25) what reasons were given for leaving; (26) what reasons did the school give for the student's leaving; (27) what were the student's employment plans; and (28) does the student have future educational plans. Appendices include percentages of dropouts by county (1974-1985), some suggestions for preventive measures, and an annotated list of youth programs arranged by county. (CG)

ED 269 520 UD 024 873

Hawkins, J. David; And Others
A Typology of Cause-Focused Strategies of Delinquency Prevention. Reports of the National Juvenile Justice Assessment Centers.
Washington Univ., Seattle. Center for Law and Justice.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Jun 80
NOTE- 51p.; For earlier reports, see ED 204 697 and ED 210 541.
GRANT- 77NI-99-0017
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Classification; Crime Prevention; *Delinquency Causes; *Delinquency Prevention; Policy Formation; Program Design

This paper presents a cause-focused typology of 12 delinquency prevention strategies to serve as a system for organizing and conceptualizing delinquency prevention efforts. These strategies are conceptually distinct and have been designed to facilitate systematic planning and evaluation of prevention efforts and to allow for comparative assessments of the relative effects of different prevention approaches. Each strategy is based on an assumption regarding the cause of delinquency and presumes a goal of intervention aimed at modifying or eleminating the cause. The 12 strategies are: (1) biological/physiological, (2) psychological/mental health, (3) social network development, (4) criminal influence reduction, (5) power enhancement, (6) role development/role enhancement, (7) activities/recreation, (8) education/skill development, (9) clear and consistent social expectations, (10) economic resource, (11) deterrence, and (12) abandonment of legal control/social tolerance. The paper defines delinquency and prevention, discusses the need for a typology of prevention strategies, reviews prior efforts to conceptualize delinquency prevention, and describes in detail the 12 strategies. Six pages of references conclude the report. (CG)

ED 269 534 UD 024 887

Hallman, Clemens L.; And Others
U.S.--American Value Orientations. Cultural Monograph No. 4. Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors.
Florida Univ., Gainesville. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- May 83
NOTE- 91p.
GRANT- G008102500
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Change; *Cultural Background; *Cultural Influences; Family (Sociological Unit); Human Relations; Mythology; Physical Environment; Self Concept; Social Systems; *Teacher Education; *Values
IDENTIFIERS- *Florida; *United States; United States (South); *Value Orientations

This teacher training monograph deals with value orientations of cultures in general and with specific reference to United States Culture. The first two sections discuss the conceptual issues of value orientation and give axiological definitions of the six clusters used to describe cultural orientation: self, the family, society, human nature, nature, and the supernatural. The third section introduces the section on U.S. culture. The fourth and fifth sections demonstrate, with examples, how values have progressed over time from an outward to an inward orientation. Section VI presents value orientations considered to be illustrative of the dominant cultural values in the United States which are commonly associated with white middle-class Americans. Values are presented separately and each is followed by an anecdote or quotation. Reproductions of advertisements reinforcing these values are included. Some of these examples reflect more than one value and these are cross-referenced. There is an extensive appendix on the cultural group called the Florida Cracker with application of the same six cultural value groups. This is followed by a brief bibliography for this group and two other brief appendices on American value structures. (CG)

ED 269 548 UD 024 906

Evander Childs High School Computer Literacy and Word Processing Skills for Bilingual Students 1984-1985.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 51p.; Prepared by the Bilingual Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Computer Literacy; *Computer Science Education; Counseling Services; High Schools; *Hispanic Americans; *Limited English Speaking; Native Language Instruction; Parent Participation; *Program Effectiveness; Urban Schools
IDENTIFIERS- New York City Board of Education

In 1984-85, the Computer Literacy and Word Processing Program for Bilingual Students at Evander Childs High School (Bronx, New York) was in the first year of a two-year, Title VII funding cycle. The major goal of the program is to improve the educational achievement and employability skills of 100 Hispanic, limited English proficient (LEP) student through elective courses in keyboarding, computer literacy, word processing, and automated accounting. Another group of about 50 English proficient students (who had participated previously in the school's tax-levy bilingual program) also participated on a volunteer basis. In addition to instruction, a number of supportive services were offered to program participants, including academic counseling, referral services, career and vocational guidance, individualized tutoring, and family contacts. In 1984-85, the project developed curriculum materials in Spanish and English, as well as materials for related work-study/work-readiness skills. Staff development and parent participation activities were also conducted. An evaluation of the 1984-85 year found that program objectives for student achievement and attendance were met and that the program is making satisfactory progress. Staff development activities to help teachers who experience difficulty in presenting business education content to Spanish-dominant students and in replicating the program to serve the school as a whole are recommended. (KH)

ED 269 452 TM 860 300

Rice, Marti H.; Stallings, William M.

Florence Nightingale, Statistician: Implications for Teachers of Educational Research.

PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Adults; *Biographies; Educational Researchers; *Field Studies; Hospitals; Medical Research; *Profiles; Public Health Legislation; Qualitative Research; Questionnaires; *Research Methodology; Role Perception; Social Problems; Social Science Research; *Social Scientists; Statistical Analysis; Statistical Inference; *Statistics
IDENTIFIERS- Descriptive Research; *Nightingale (Florence)

This paper presents an overview of Florence Nightingale's statistical background and accomplishments; discusses Victorian statistics, Nightingale's education and statistical contributions; and concludes with implications for professors and students of educational research. Florence Nightingale (1820-1910), the first woman elected as a fellow of the Royal Statistical Society, was a well-trained statistician. In common with many of her contemporaries in the social sciences, Nightingale believed that there were laws governing (or describing) human behavior and that statistical data analysis would reveal these laws. Her accomplishments in the field of statistics included calculating mortality statistics in the Crimean War, inventing "coxcombs" or polar area charts, developing statistical records for hospitals, writing an impact study in relation to the possible removal of St. Thomas' Hospital, collecting census data from hospital statistics, developing a questionnaire for the Colonial Office to collect data from the colonies, and collecting data about the effects of incarceration upon future criminal behavior. Nightingale also worked in the areas of qualitative research and descriptive statistics, and she used her research and data behind the scenes to effect legislative changes. Since the majority of students in introductory educational research and statistics courses are women, the inclusion of Florence Nightingale in the history of statistics would provide a female role model. References and a bibliography are appended. (PN)

ED 269 466 TM 860 323

Hogan, Thomas P.

The Relationship between the Curriculum and Test Development: Some Considerations for the Future.

PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; Course Content; *Curriculum; *Educational Trends; *Futures (of Society); *Interaction; Latent Trait Theory; *Standardized Tests; Test Construction; Test Format; *Testing; Test Use
IDENTIFIERS- *Test Content

This paper presents future interactions between curriculum and test content, particularly standardized achievement test content. Three topics are discussed in question-answer form. (1) Will standardized testing dictate the curriculum in the future? An analysis of major curriculum change indicates two changes in the past 25 years: a revolution within particular content areas (e.g., mathematics and linguistics) and a narrowing of the curriculum to basic skills. Standardized tests seem to exercise little influence upon these types of major curricula change. Inferences from historical patterns indicate that testing will exercise little influence on the curriculum in the future. (2) Will test coverage provide a better match for the curriculum in the future? While the present curriculum-test content match is believed to be quite good, it is hoped that conclusions drawn from present studies will lead to developments in the theory of content validity for multi-level achievement batteries. (3) Will recent developments in testing methodology influence the test-curriculum match? Developments in Item Response Theory and Latent Trait Methodology have been shifting interest from curriculum-test content match to trait methodology. The inevitable result of tipping the balance in favor of a trait methodology will be to attenuate the strict fit between curriculum content and test content. (PN)

ED 269 479 TM 860 339

Rose, Janet S.; Gustin, William C.
Elementary/Middle School Reading Comprehension vs. High School Mathematics: Two Different Approaches to CRT Development.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). For related document, see TM 860 336.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criterion Referenced Tests; Curriculum Development; Educational Objectives; Educational Testing; Elementary Secondary Education; *Mathematics Tests; Measurement Objectives; Pilot Projects; *Reading Comprehension; Reading Tests; School Districts; Task Analysis; *Test Construction; Test Items
IDENTIFIERS- *Charleston County School District SC; *Test Specifications

This paper details the development of the high school general mathematics examination and reading comprehension tests for grades one through eight for the curriculum referenced testing program in Charleston County School District, South Carolina. While the basic developmental approach was similar, problems encountered in developing the two types of tests were unique and inspired different strategies to accommodate the differences in the curricula. Begun in 1983 development of the ninth grade mathematics examination involved identifying objectives and writing item specifications, followed by four cycles of item writing, test production, and pilot-testing. Curriculum changes by the North Office in 1983 necessitated recalibrating 468 items. After pilot testing a second set of test forms in 1984, a consulting firm recalibrated the item bank, created four test forms and projected student performance. The first official examination administration was postponed until 1986 and the 1985 administration became a field test. The examination will account for 50 percent of the final course grade. The test development process goal for reading comprehension was to generate formative and summative tests to assess curricular objectives for grades one through eight. Outside consultants assisted in identifying reading comprehension objectives due to the different organization of existing elementary and middle school objectives. Outside contractors were also used to develop test specifications and to train district teachers in writing the test items. Item review and revision by district staff took longer than anticipated, so a language arts content expert completed the item review and prepared the 60 pilot test forms. Pilot testing was postponed until the spring of 1986. (BS)

ED 269 440 TM 860 272

Merkel-Keller, Claudia
The Evolution of Evaluation: Title I to Chapter 1.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Block Grants; Compensatory Education; Educational Assessment; *Educational Equity (Finance); *Educational Legislation; Educationally Disadvantaged; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Evaluation Problems; Federal Aid; *Federal Programs; Government School Relationship; Program Effectiveness; *Program Evaluation; Resource Allocation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Title I Evaluation and Reporting System

This paper traces the evaluation requirements of the Title I/Chapter 1 Program since 1966 to the present, discusses the implications of the evaluations, and reports on the evolution of evaluation during this 20 year period. The evaluations are described in four phases: (1) from a nadir of low quality, utility and precision (1966-1974); (2) to a transition point (1974-1978); (3) to a point of high quality, utility and technical rigor with the implementation of the Title I Evaluation and Reporting System (1978-1981); (4) to a relaxation of standards and quality given the revised requirements of the Education Consolidation and Improvement Act (1981 to the present). Informal agreement among evaluators and program managers indicates that the quality of Chapter I evaluations is on the decline. Evaluation systems must be applied uniformly across the states if comparable data are to be collected and analyzed. At present, Federal agencies are not requiring that uniform data be collected on the 1981 block grants. The availability of an authoritative future source of national information about: (1) the nature of program operations; (2) the levels and types of service available; and (3) the effect of programs on the problems they are intended to address remains in doubt. (PN)

Harrell, Jules P.; Harris, Charles

Cultural Mistrust and Black Nationalism: Evidence of Positive Relationship.

PUB DATE- Jun 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- NIH-2506RR8016-13
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Attitudes; *Black Power; *Blacks; Cultural Images; *Cultural Interrelationships; Racial Bias; *Racial Discrimination; *Racial Identification

This paper examines cultural mistrust of whites and its resulting manifestations, particularly Black nationalism. First, working definitions of racism and stress are given, to place cultural mistrust in the context of a coping style used to respond to racism. As one coping style, Black nationalism involved a rejection of White political and social institutions and a concern with developing Black institutions. Next, conceptual and empirical work on the measurement of the Black nationalistic coping style is outlined, and a table is given showing a positive relationship among four identified components of Black nationalism. The final section describes the relationship between measures of Black nationalism and cultural mistrust. Differences and similarities between Afro-American and Black Caribbean students are presented. The paper concludes that cultural mistrust may lead to a new development of self by Black people. (CG)

ED 269 507 UD 024 845

The State of Hispanic America. Volume V.

National Hispanic Center for Advanced Studies and Policy Analysis, Oakland, CA.; National Hispanic Univ., Oakland, CA.

PUB DATE- 85
NOTE- 96p.; For Volume IV, see ED 255 587.
AVAILABLE FROM- The National Hispanic Center, 255 E. 14th Street, Oakland, CA 94606 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Educational Attainment; Educationally Disadvantaged; Employment Opportunities; Foreign Policy; Health Insurance; *Health Services; *Hispanic Americans; *Housing; Outcomes of Education; Population Trends; *Religion; Telecommunications
IDENTIFIERS- Central America

The fifth volume of The State of Hispanic America is divided into four sections: Education, Health and Welfare, Business and Technology, and Beyond our Borders. In the first article Steven Arvizu presents Hispanic demographic growth data, describes the overall severity of undereducation among Hispanics, analyzes areas of controversy, and offers recommendations and strategies for educational empowerment. Next, James Reusswig reports on a study concerning Hispanic achievement and participation in one California school district. Both chapters in the Education section endorse the National Hispanic University model. Jane Delgado and Fernando Trevino examine national data on Hispanic health and the financing of health care, concluding that data on Hispanics is inadequate and access to health insurance programs needs to be increased. Susan Vanhorenbeck uses census information collected in the Annual Housing Surveys to examine the housing conditions of Hispanic American Households and compares them with other U.S. households. In "Hispanics and the Communications Industry," Henry Rivera outlines federal policies designed to encourage minority ownership, discusses opportunities for the Hispanic entrepreneur, examines the Minority Telecommunications Ownership Tax Act, and lists additional information sources. "Beyond our Borders" contains an examination of U.S. policy toward Central America by Tom Diaz and a discussion of religion and Hispanics by Frank Ponce. (CG)

ED 269 549 UD 024 907

Bilingual Materials Development Project 1983-84.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 18p.; Prepared by the Bilingual Education Evaluation Unit.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Bilingual Education; *Bilingual Instructional Materials; Chinese Americans; *Curriculum Development; Haitians; Korean Americans; Limited English Speaking; *Material Development; Needs Assessment; Primary Education; *Program Effectiveness; *Screening Tests; *Test Construction

IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education

The aim of the New York City Board of Education's Bilingual Materials Development Project was to design and implement a process to produce culturally and linguistically relevant curricula and screening instruments for use with Chinese, Haitian, and Korean students of limited English proficiency (LEP) enrolled in Kindergarten through Grade 2. The project was centrally administered under the jurisdiction of the Office of Bilingual Education. Title VII funds supported a full-time project coordinator, resource specialist, secretary, and hourly consultants and teachers. In 1983-84, the project was able to: (1) conduct an extensive needs assessment to determine the need for, and availability and appropriateness of, curriculum materials at the Kindergarten level, for use with the targeted language groups; (2) develop a resource Kindergarten curriculum handbook in each target language; (3) develop a screening instrument for new entrants into Kindergarten through Grade 2 in Cantonese, Mandarin, Korean, and Haitian Creole; and (4) begin identifying sites and classroom teachers to pilot test the developed materials. In one year, the project was successful in meeting its objectives even though some objectives were based on a projected time schedule of three years. (KH)

ED 269 453 TM 860 301

Turner, Susan D.; And Others

Fostering Utilization through Multiple Data Gathering Methods.

PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Computer Assisted Instruction; *Data Collection; Decision Making; *Evaluation Methods; *Evaluation Utilization; Formative Evaluation; Institutes (Training Programs); *Models; Nontraditional Education; Observation; *Program Evaluation; Reading Programs; Research Methodology; Summer Programs; Surveys
IDENTIFIERS- Hillsborough County Public Schools FL; *Multiple Data Gathering Methods; *Utilization Framework (Alkin)

This paper presents a discussion of several factors which influence evaluation utilization. Its purpose is to propose to Alkin's utilization framework the addition of one factor: multiplexity of data gathering methods. Two distinct discussions comprise this paper. First, supportive arguments for the assumption that this factor substantially contributes to utilization are presented. Then, to provide preliminary evidence of the factor's legitimacy, an exploratory study of four highly-utilized educational program evaluations is described. County Public Schools (Florida) sponsored the four programs: (1) the Summer Inservice Institutes; (2) the Chapter 1 Reading Microcomputer Component; (3) the Elementary Academic Gifted Program; and (4) the Laboratory for Individual Foundation Teaching. Preliminary research supports the soundness of the additional factor and also indicates revision and/or thinking of two framework categories: evaluation factors and human factors. In addition to timeliness and substance, Alkin's framework contains other factors which survey respondents in this study considered as major influences in their evaluation utilization. The results indicate that a variety of data gathering methods not only affects uniquely the use of evaluation information, but also contributes to related utilization factors, such as evaluator's willingness to involve users, evaluator's rapport with users, evaluator's credibility, user's commitment to use, substance of evaluation information, and evaluation reporting. (Author/PN)

ED 269 467 TM 860 324

Writing, Grades Six and Eight. Report of Student Performance, 1985-86. North Carolina Annual Testing Program, Basic Skills.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Basic Skills; Coherence; Cohesion (Written Composition); Elementary Education; Evaluation Methods; Examiners; Grade 6; Grade 8; *Holistic Evaluation; Interrater Reliability; *Scoring; *State Programs; *Student Evaluation; Tables (Data); *Testing Programs; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *North Carolina Annual Testing Program

This report describes the North Carolina Annual Testing Programs writing task which was administereo in 1985-86. Grade six students were tested on their ability to write a clarification composition; while grade 8 students were evaluated on their skills in writing a persuasive composition. The timed composition (50 minutes) was scored by two experienced, trained readers who assigned either a score of 1, 2, 3, 4, or Non-Scorable; this was a focused holistic score based on: (1) main idea; (2) supportive details; (3) organization; and (4) coherence. A second, independent score was obtained from each reader regarding usage of standard English conventions (grammar, spelling, usage, etc.). At the sixth-grade level, the 81,155 papers were read with a perfect agreement rate of 73.4 percent. At the eighth-grade level, 86,873 papers had an absolute agreement rate of 72.8 percent. An evaluative comparison of writing scores across years cannot be made without caution because writing prompts change each year. Other factors influencing performance include change in grade level, time of year of the assessment, and emphasis within the classroom. At both grade levels there appears to be a general movement into the upper score points suggesting a positive change in writing performance since 1983-84. (PN)

ED 269 480 TM 860 340

Hummel, Thomas J.; Johnston, Charles B.

An Empirical Comparison of Size and Power of Seven Methods for Analyzing Multivariate Data in the Two-Sample Case.

PUB DATE- Apr 86

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; Correlation; Differences; Effect Size; Error of Measurement; Hypothesis Testing; Mathematical Models; Measurement Techniques; *Monte Carlo Methods; *Multivariate Analysis; Research Methodology; *Sample Size; Statistical Studies

IDENTIFIERS- Bonferroni Procedure; *Empirical Analysis; Error Analysis (Statistics); *Power (Statistics); Type 1 Errors; Univariate Analysis

This study investigated seven methods for analyzing multivariate group differences. Bonferroni t statistics, multivariate analysis of variance (MANOVA) followed by analysis of variance (ANOVA), and five other methods were studied using Monte Carlo methods. Methods were compared with respect to (1) experimentwise error rate; (2) power; (3) number of Type 1 errors in experiments with at least one error; and (4) for experiments with at least one false univariate hypothesis, the probability of rejecting at least one of the true hypotheses. One method emerged as having the best all around performance. This method used repeated T-squared statistics and removed the variable with maximum significant F statistic, providing a good balance between power and Type 1 errors. It

consisted of the following steps: (1) MANOVA on p variables followed by ANOVAs; (2) reject the hypothesis for the variable with the largest significant F statistic and remove that variable; (3) MANOVA on p-1 variables; (4) repeat Step 2 with p-1 variables; (5) MANOVA on p-2 variables...and so on until no MANOVAs are significant, no ANOVAs are significant, or there are no variables left. (Author/PN)

ED 269 521 UD 024 874

Project BECA. Adlai E. Stevenson High School, 1983-1984. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 40p.
GRANT- G00-830-2767
AVAILABLE FROM- New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; *Native Language Instruction; Urban Schools
IDENTIFIERS- *New York City Board of Education; Project BECA NY

Project BECA, in its first year of funding, provided instruction in English as a second language and native language development, and bilingual instruction in mathematics, science, history, economics, industrial arts, recording keeping, typing, and bookkeeping to approximately 290 Spanish-speaking students in grades 9 through 12 at a high school in Bronx, New York. Supportive services to program students included a counseling/career awareness workshop series and individual counseling session as needed. Quantitative analysis of student achievement data indicated that: (1) overall, students met program objectives for English language achievement; (2) students demonstrated statistically significant gains in native language skills; (3) students' overall passing rates in business and industrial arts courses were over 75% in both semesters; (4) attendance rates of program students were significantly higher than the schoolwide rate; and (5) there was no correlation between attendance rate and improvement in English proficiency. Recommendations to improve the overall effectiveness of the program include programming students to avoid schedule conflicts, making staff members aware of program objectives and collectively determining the activities that each will undertake to achieve the objectives, and developing a systematic data collection plan for the program. (CG)

ED 269 535 UD 024 888

Fradd, Sandra H.; And Others

Meeting the Educational Needs of Limited English Proficient Students: Policy Issues and Perspectives. Teacher Training Monograph No. 1. Teacher Training Project for Bilingual & English to Speakers of Other Languages Teachers.

Florida Univ., Gainesville. Coll. of Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 85

NOTE- 57p.

GRANT- G008402146

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Bilingual Education; Court Litigation; *Disabilities; *English (Second Language); *Federal Legislation; *Limited English Speaking; State Legislation; Student Placement; Student Rights; *Teacher Education

This teacher training monograph examines education and policy issues as they relate to the education of limited English proficient (LEP) students. Federal involvement in educational policy on behalf of both handicapped and linguistically different children is traced from the 1960s to the present. Litigation influencing legislation on behalf of these students and issues of educational services is examined, and four cases involving the rights of LEP students are discussed. Major legislation covering LEP, minority, and handicapped students is described. The responsibilities of school districts with LEP students are outlined. These include: (1) taking steps to locate the students; (2) testing for special education placement in students' native language; (3) using placement teams with persons coversant in the students' native language; (4) meeting the language needs of LEP parents; (5) altering programs to meet LEP student needs. (CG)

ED 269 494 UD 024 825

Penrose, David M.
The Role of the African American Male: An Analysis of Literature in the 1980s.
PUB DATE- 25 Feb 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; *Family Life; Family Relationship; Family Structure; *Males; Marriage

This analysis of literature in the 1980s in which African American males are the primary subject challenges characteristics traditionally associated with this group. Most of the literature used in this study addresses the issue of the African American male in the history of the contemporary family. Literature is classified as Statistical, Theoretical--Opinion, or Theoretical--Research. Findings in statistical literature show more males entering marriages than is generally recognized. Statistics need to reveal more specific information about the African American family, especially the adult male. Theoretical--Opinion literature gives only token attention to the issue. Theoretical--Research literature focuses on characteristic reasons for father absence, projective attitudes toward male-female relationships, effect of father absence, and effect of father presence. Research should include longitudinal studies that focus on the long-term evolution of father involvement in the African American family. Although negligent research supports the racist assumptions and stereotypes, literature is surfacing to show that the African American male is healthier and less pathogenic than the Anglo culture proposes. More sound research is needed, and African American men must speak out and dispel rumors that they are the cause of social and family problems. A bibliography is appended; an additional five pages of references cite items from 1960 to 1984. (CG)

ED 269 441 TM 860 274

Lai, Morris K.; And Others
Generic Evaluation--An Approach to Surviving Multi-Project Evaluations.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, Evaluation Network, and Evaluation Research Society (Toronto, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Cognitive Tests; *Data Collection; *Efficiency; *Evaluation Methods; *Evaluation Needs; *Evaluation Problems; Evaluators; Formative Evaluation; Lesson Observation Criteria; Organizational Effectiveness; Questionnaires; Research and Development Centers; Student Evaluation of Teacher Performance; Teacher Evaluation; Technical Writing
IDENTIFIERS- Coding; Curriculum Research and Development Group; *Generic Evaluation; *Scriven (R C); University of Hawaii

This paper reports on several generic evaluation methods used by the evaluation office of the Curriculum Research and Development Group of the University of Hawaii (EO-CRDG). Scrivens's (generic) checklist approach was taken one step further by developing generic data collection instruments to be used with any evaluation method: (1) a formative evaluation feedback questionnaire; (2) an observation coding sheet; and (3) a teacher instructional behavior record. The student questionnaire is based on an evaluation form from an American Educational Research Association workshop, Scriven's checklist and EO-CRDG experiences. The one page form includes Likert-type items on course (or class) organization, pace, difficulty, and opportunities to interact or ask questions. Three open-ended questions cover strengths, weaknesses, and other comments. Students assign a letter grade (A-F) to the course. The observation form used is a modified version of the Far West Laboratory for Educational Research and Development. It includes engagement time, active teaching behaviors, student and teacher field notes, and teacher time allocation. Using the State's performance expectations for major subject matter areas, cognitive tests were constructed. For greater efficiency, final reports would include writings that had proven to be successful in communicating in the past. The three generic instruments developed in this study are appended. (PN)

ED 269 468 TM 860 325

Duran, Richard P.
Testing in the Schools: Scientific Challenges to Practice and Policy Implications.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; Cognitive Measurement; Communicative Competence (Languages); Decision Making; Diagnostic Tests; Evaluation Methods; Individual Differences; Language Skills; Parent School Relationship; *Research Utilization; School Policy; *School Psychologists; Student Placement; Test Construction; *Testing; *Testing Problems; *Test Use; Test Validity
IDENTIFIERS- *American Psychological Association

This paper reviews eight major problem areas concerning testing practices of interest to professionals practicing psychology in the schools. These areas, identified by the Task Force on Psychology in the Schools of the American Psychological Association, include: (1) test use; (2) diagnostic versus placement tests; (3) informed parental consent for special education placement; (4) inappropriate placement of minority children in special education; (5) decision-making data regarding individual differences for educational placement and procedures; (6) population test validity issues; (7) quality and appropriate use of tests; and (8) the development of assessment procedures to determine children's educational needs. Attention is also given to seven action areas identified by the Task Force which would address these problems. The remaining portions of this paper discuss challenges faced by professional psychologists in converting research knowledge into improved school testing practices, specifically, improving the assessment and analysis of student's learning abilities and language skills through dynamic assessment of cognitive skills and assessment of communicative competence. Attention is called to improving and updating the scientific knowledge-base of professional psychologists, improving schools' capabilities to monitor and manage implementation of innovative testing practices, and to fostering collaborative relationships between school psychologists and academic researchers on testing innovations. (PN)

ED 269 508 UD 024 846

Multiculturalism in the Classroom. Final Report of the Manitoba Conference (Winnipeg, Manitoba, Canada, May 25-26, 1984).
Manitoba Dept. of Education, Winnipeg.
PUB DATE- Sep 84

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Inservice Education; *Instructional Materials; *Material Development; *Multicultural Education; Parent Participation; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *Manitoba

The final report of the Manitoba (Canada) Conference on Multiculturalism in the School Curriculum, held in 1984, recommends that the Department of Education and the school boards develop clear policies on multicultural education that reflect the needs of the province and the local communities. The department and the school boards should work together in developing and implementing these programs and in insuring that parents and ethnocultural organizations are active participants. Staffing should reflect the ethnocultural diversity of the Province, and research is needed to identify directions for effective planning and programs. Regular multicultural/intercultural inservice programs for educators should be provided and such courses should be compulsory in university teacher education programs, with sufficient funding provided by the department. Special certification of heritage language teachers certified abroad is needed. The department should set guidelines for including a multicultural component in all curriculum subject areas and levels and school board programs should reflect these guidelines. The department should also evaluate all educational materials for bias and stereotyping, develop guidelines for publishers, and commission materials when necessary. The establishment of a Multiculture Educational Resource Centre was endorsed. The report contains recommendations based on workshop reports, followed by comments from the reporting committee. Workshop reports are appended. (CG)

ED 269 522 UD 024 875

Project BABS: Bilingual Academic and Business Skills 1983-1984. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 31p.; For 1981-82 and 1982-83 evaluation reports, see ED 234 122 and ED 245 044.
GRANT- G00-810-4752
AVAILABLE FROM- New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Asian Americans; *Business Skills; Career Counseling; *Career Exploration; English (Second Language); Greek Americans; High Schools; Hispanic Americans; *Limited English Speaking; Material Development; Minority Groups; *Reading Instruction; Second Language Instruction; Summer Programs; Word Processing; *Work Experience Programs
IDENTIFIERS- *New York City Board of Education; Russian Americans

Project BABS, in its final year of funding, provided career exploration and advisement, after-school summer job internships with business enterprises, and a computerized reading program to approximately 690 students of limited English proficiency of Asian, Greek, Russian, and Hispanic descent in four New York City high schools. Project staff, centrally located, included two resource teachers and a job developer. The project supported development of curriculum materials in the areas of career awareness and word processing for bilingual students, and staff training. An assessment of student achievement produced the following findings: (1) overall, program students tested in English language skills met the proposed objective in both the fall and spring terms; and (2) ninth, tenth, and eleventh grade students made statistically significant gains in reading. In the event of further funding, recommendations to improve the program include selecting sites on the basis of ability to accommodate internship schedules, locating internship sites near participating schools, early production of curriculum manuals, increased parental involvement, and dissemination of program procedures for establishing successful links with businesses. (CG)

ED 269 536 UD 024 889

Tikunoff, William J.

Developing Student Functional Proficiency: A Teachers' Casebook Part I. Teacher Training Monograph No. 2. Teacher Training Project for Bilingual & English to Speakers of Other Languages Teachers.

Florida Univ., Gainesville. Coll. of Education.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 150p.
GRANT- G008402146
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Cultural Enrichment; *English (Second Language); *Language Proficiency; *Limited English Speaking; Second Language Learning; *Teacher Education

This teacher training monograph considers the development of functional proficiency for limited English proficient (LEP) students. The topics dealt with include: (1) second language learning in the school context, including requirements for successful student participation in the classroom; (2) specific strategies for developing functional proficiency for all students including organization and delivery techniques; (3) strategies specific to LEP students including use of two languages, integration of English language development with basic skills instruction, and use of cultural information during instruction; and (4) analyzing and monitoring instruction regularly to ensure student learning. Positive and negative aspects of alternative learning strategies, such as whether to mix LEP students with students proficient in English, are discussed. There are suggestions for how non-bilingual teachers can work effectively with LEP students, including drawing on bilingual persons for even limited instruction. Each chapter concludes with questions to stimulate teacher trainees' further work on the subject, and notes and references. Some tables and charts are used to illustrate the material. (CG)

ED 269 454 TM 860 304

Archer, Edith L.; Dresden, Judith H.

A New Kind of Dropout: The Effect of Minimum Competency Testing on High School Graduation in Texas.

PUB DATE- 20 Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Failure; Basic Skills; Criterion Referenced Tests; Dropout Prevention; Dropout Research; *Dropouts; Elementary Secondary Education; *Graduation Requirements; High School Graduates; Intervention; *Minimum Competency Testing; Minority Group Influences; Potential Dropouts; *Remedial Programs; Socioeconomic Influences; *State Programs; *Test Results; Withdrawal (Education)

IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

Students failing to master minimum competency tests are categorized as dropouts in this description of the results of and remediation efforts for the statewide Texas Educational Assessment of Minimum Skills (TEAMS) Testing Program. TEAMS assesses minimum competency in basic skills at grades 1, 3, 5, 7, 9 and 11-12 exit level. The first administration tested all eleventh graders (n=191,556) in October 1985. Based on mastery of 70 percent of curricula objectives the required mastery level was to correctly answer 36 of 72 math items and 45 of 72 English language items. While 88 percent and 91 percent of students mastered the math and English portions respectively, 22,485 individuals failed in mathematics and 16,921 failed in English. Among students at risk, 11,751 eligible eleventh graders did not take the October tests. Prevention programs generally focused on basic skills remediation. Tenth graders, identified by previous test scores, were given individual achievement profiles and encouraged to attend a six-week summer program. Community programs, media coverage and tutorial classes prepared students for the TEAMS. Districtwide efforts helped to keep a low failure rate. Future studies will identify remediation effects. (PN)

Kerr, Michael; And Others

Native American and Non-Native American Performance Differences on the WISC-R and K-ABC.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Cognitive Processes; Comparative Testing; Correlation; Cutting Scores; Diagnostic Tests; Elementary Education; *Intelligence Tests; Low Achievement; Minority Groups; Multivariate Analysis; Placement; *Psychological Testing; *Test Bias
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Wechsler Intelligence Scale for Children (Revised)

The Kaufman Assessment Battery for Children (K-ABC) is purported to be less culturally biased than other, traditional measures of intellectual ability. The present study was designed to investigate three specific research questions: (1) Are there overall performance differences between Native American and non-Native American children on the WISC-R and K-ABC? (2) Do the relationships among K-ABC and WISC-R subtests differ between Native American and non-Native American children? (3) Using the standard criteria for special education placement, do the WISC-R and K-ABC scores lead to significantly different classifications? Assessment differences between the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the K-ABC were investigated with samples of 47 Native American and 45 non-Native American children between 6 and 12 years of age. All of the children had been referred for assessment, based on low achievement in reading or all academic areas. Overall differences between the two groups were minor, in terms of the global scores for both tests. When the cutting scores for placement decisions were examined, significant differnces between the two tests were found only for the Native American group. It was concluded that the findings warrant judicious use of either test by itself when making placement decisions regarding Native American children. (Author/LMO)

ED 269 495 UD 024 826

Toomey, Derek

Home-School Relations and Inequality in Education.

PUB DATE- Feb 86
NOTE- 43p.; Paper presented at a Conference on Education and the Family (Provo, Utah, February 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged; *Disadvantaged Schools; *Equal Education; Foreign Countries; *Literacy; *Parent School Relationship; Parent Student Relationship; *Remedial Programs; Teacher Role; Volunteers
IDENTIFIERS- *Australia

This paper examines government policies in Australia which encourage parent participation in disadvantaged schools in order to improve student literacy, and studies that have found that this policy may, in fact, increase inequality in education. The argument presented is that there are two types of parents--enthusiastic parents and those described as the silent majority. The first group will participate readily in a volunteer effort to assist their children by supportive activities at home and visits to the school to receive information and advice as well as participating in the school as volunteers. The second group may need more encouragement to visit the schools to receive the advice and assistance that would be helpful to their children and, as they do not receive this encouragement, are percieved negatively by the teachers. The following are some of the empirical findings supporting this theory: (1) Home visit programs were found more successful in involving parents than were programs where parents had to go to school; (2) parents having a high level of contact with the school were rated more positively by teachers with regard to their interest in furthering their children's education but independent ratings by interviewers found less disparity; (3) high contact parents were more likely to be Anglo-Australian, and more likely to apply advice obtained from the schools; (4) the contact level of the parents correlated positively with predictions about the children's reading competence scores; and (5) the differences found did not correspond to social class but rather to differences in family environment. Four pages of references are provided. (CG)

ED 269 509 UD 024 847

Catholic High Schools: Their Impact on Low-Income Students.
National Catholic Educational Association, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 315p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Catholic Schools; *Educational Environment; *Educational Quality; Family Income; High Schools; High School Students; *Low Income Groups; Outcomes of Education; Racial Factors; *Student Attitudes; *Teacher Attitudes

This study, the second of a two-part effort, examines how well staff and program resources are distributed to Catholic high schools that serve low income students. The study involved 106 schools. Nearly two-thirds of the students came from families earning less than $20,000. The first section gives background on Catholic education and describes the scope and purpose, methodology and sources of data for the study. It includes a profile of five low-income serving schools (LIS). The section on schools discusses low-income students' access to educational resources, compared with other students, and compares LIS with non-LIS Catholic high schools. Teachers, students and principals give perceptions on school climate in LIS schools. The section on students provides information on 9th and 12th graders' values, religious beliefs and practices, life skills, and behaviors, with emphasis on differences that may be a function of race and family income. The next section discusses the motivations, attitudes, and perspectives of teacher in LIS schools. The section on student outcomes examines the impact of four years of Catholic education on student learning and school characteristics, such as family background, student characteristics, school programs, and climate, that promote growth. Finally, a summary of the study and recommendations to strengthen LIS schools are provided. Numerous tables are presented throughout the text. The student survey, teacher survey, administrative manual, and technical materials are appended. (CG)

ED 269 523 UD 024 876

George Washington High School Biliteracy Skills Development Program 1983-1984. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 56p.; For related documents, see ED 229 496 and ED 250 433.
GRANT- 600-830-2655
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *English (Second Language); High Schools; Hispanic Americans; Parent Participation; Program Effectiveness; *Spanish Speaking; Staff Development; Student Improvement; Urban Schools
IDENTIFIERS- *Biliteracy Skills Development Program NY; New York City Board of Education

The 1983-84 academic year marked the first year of the Biliteracy Skills Development Program at New York City's George Washington High School. Program students were all Hispanic and spoke Spanish exclusively at home. The major program goal was to facilitate the acquisition of English through the development of literacy in the native language, with mainstreaming as the eventual goal. The project transition into the mainstream was to be accomplished by providing concentrated dosages of language, some content-area instruction through the native language, and opportunity to participate in non-academic subject classes taught in English. Parents were encouraged to become involved in their children's education and to take adult education classes in academic and vocational subjects. Achievement data of first year participants indicates that: (1) Overall, students surpassed objectives in English language development. (2) Score gains in Spanish reading for the total population were statistically significant; (3) The objective that 65 percent of the students would achieve a passing grade was achieved only in typing classes and fall science classes, not math or social studies. (4) The attendance rate of students was significantly higher than the schoolwide rate, but the objective of 25 percent improvement was not met. It is recommended that: (1) students' use of English should be increased through classroom and extracurricular activities; (2) classes for accommodating students to their new environment should be offered; and (3) staff development opportunites should be increased for teachers and paraprofessionals. Appendices provide data in tabular form. (KH)

ED 269 537 UD 024 890

Hallman, Clemens L.; Fradd, Sandra
Implications of Psychological Research for Assessment and Instruction of the Culturally Different. Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 25p.
GRANT- G008102500
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Cultural Differences; Educational Research; Elementary Secondary Education; Multicultural Education; *Psychological Studies; Research Utilization; *Student Evaluation; Student Needs; *Teaching Methods; *Testing

This paper presents an overview of recent psychological research relevant to the assessment and instruction of culturally and linguistically different students. First, general research by cross-cultural psychologists is described, focusing on the observation that types of thinking and learning behavior are influenced by social organization and environment. Analytical thinking and field independent behavior, for example, are said to be associated with industrial societies, while relational thinking and field dependence are associated with rural and minority cultures. Next, the paper surveys different types of assessment instruments. Many of these testing devices have fallen out of favor, and factors to be considered in choosing and administering assessment tests are outlined. These include: (1) purpose of test; (2) results of test; (3) norming population; (4) language dominance and language proficiency; and (5) previous instruction. Different tests and research related to each of these factors are discussed. The paper describes various teaching techniques that can be adapted for multicultural classrooms. These include: mathemagenics for directing learner attention to broad generalizations or specific culturally relevant details; learning through observation; the use of the kinesthetic modality in combination with visual and auditory modalities; and developing heuristic methods for problem solving. (KH)

ED 269 442 TM 860 276

Stemmer, Paul M.; Berger, Carl F.
Microcomputer Programs for Educational Statistics: A Review of Popular Programs. TME Report 89.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TME-R-89
PUB DATE- 85
NOTE- 48p.
GRANT- 400-83-0015
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; Content Analysis; Educational Research; *Evaluation Criteria; *Media Selection; *Microcomputers; *Statistical Analysis
IDENTIFIERS- Abstat (Computer Program); Apple Interactive Data Analysis; Crunch Interactive Statistical Package; Microstat (Computer Program); Statistical Package for the Social Sciences PC; *Statistical Packages; Statistical Processing System

This publication acquaints the user with microcomputer statistical packages and offers a method for evaluation based on a set of criteria that can be adapted to the needs of the user. Several popular packages, typical of those available, are reviewed in detail: (1) Abstat, an easy to use command driven package compatible with the IBM PC or the Apple II, can translate raw scores to z-scores; (2) Apple Interactive Data Analysis (AIDA) allows users to alter or program their own routines, using BASIC; (3) CRunch Interactive Statistical Package (CRISP), a menu-driven package for the IBM PC, has clear documentation; (4) Microstat, a menu-driven package for the IBM PC, is very easy to use; (5) Statistical Processing System (SPS), a menu-driven program, tends to have statistics favoring the natural sciences; and (6) Statistical Package for the Social/Sciences/Personal Computer Version (SPSS/PC) has retained the most important routines of the original SPSS. Examples of the basic command structure of statistics packages are offered in Appendix A. Appendix B, a compendium of microcomputer statistical resources, lists but does not evaluate important features of approximately one hundred programs. (GDC)

ED 269 455 TM 860 306

Cantor, Nancy K.; Hoover, H. D.

The Reliability and Validity of Writing Assessment: An Investigation of Rater, Prompt within Mode, and Prompt between Mode Sources of Error.

PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cues; Elementary Secondary Education; *Error of Measurement; *Essay Tests; Interrater Reliability; Language Proficiency; *Scores; Standardized Tests; Tables (Data); Test Construction; *Test Reliability; *Test Validity; *Writing Evaluation
IDENTIFIERS- Cognitive Abilities Test; Iowa Tests of Basic Skills; *Iowa Tests of Basic Skills Writing Supplement

This paper isolates and examines separately three distinct sources of error in essay scores: lack of agreement between raters; inconsistencies in performance within mode of discourse, and inconsistencies in performance between modes of discourse. Essay prompts in the Iowa Tests of Basic Skills (ITBS) Writing Supplement were designed to assess students' skills in five modes of discourse: the narrative, the explanation, the description, the informative report, and the persuasive essay. A subsample of 46,000 students participated in the spring, 1985, standardization of the ITBS. One quarter of these 46,000 were assigned to the standardization of the ITBS Writing Supplement, and this report considers data from 10 of 20 subsamples from this quarter. Estimates of reader reliability range from .83 to .95, those for within-mode score reliability range from .37 to .69, and those for between-mode score reliability are generally in the .30s. This study reports several indicators of test validity: (1) measures of prompt appropriateness and scoring protocol usefulness; (2) evidence that the essays collected measure both small increments of growth and significant increases in writing proficiency; and (3) evidence for the discriminant validity of the essays. (Author/PN)

ED 269 469 TM 860 326

Sawada, Daiyo; Pothier, Yvonne

Toward a Self-Referential Theory of Partitioning: Methodological Considerations.

PUB DATE- 20 Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; Cognitive Processes; Concept Formation; Division; Educational Research; Educational Researchers; Elementary Education; Epistemology; Interviews; *Learning Processes; *Models; Participant Observation; Qualitative Research; *Research Methodology; Simulation; Social Systems; *Systems Approach; *Task Analysis; Videotape Recordings
IDENTIFIERS- *Conversational Paradigm; *Reflection Methodology; Reflection Process; Self Reference (Psychology)

A new framework for designing qualitative studies is described to optimize the emergence, representation and presentation of insights. The framework, called Reflection Methodology, is presented as a "Conversational Paradigm" that includes four components--interviewer (researcher as participant); child, task situation, and observing technology (including a second researcher as external observer)--in three phases--reflection/performance, judgmental reflection question, and reflection simulation. The involvement of the researcher team embodies the "complementarity" of the wholistic perspective with the separation perspective. The core subsystem within the paradigm is the child as an autonomous living system interacting with a task. The task, traditionally seen as input from the environment, is in contrast a perturbation and also a perturbation within the interviewer system. Accordingly, the conversational system evolves around the common perturbation--the task. It is through the joint participation of the child-task system and the interviewer-task system in the larger conversational system that the task gains any living meaning as an aspect of a larger social system. Descriptions of the task are representations of order which emerges from Reflection Methodology as a conversational system to provide a framework for clinical studies that are becoming central in mathematics education. Methods of a 1985 study in partitioning by children using Reflection Methodology are described to exemplify the Conversational Paradigm. (PN)

ED 269 482 UD 024 442

Hilliard, Asa G., III
Historical Perspectives on Black Families.
PUB DATE- 84
NOTE- 20p.; Presented at the National Urban League/National Association for the Advancement of Colored People Summit Conference on the Black Family (Nashville, TN., 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; African History; *Black Family; *Black History; Black Studies; *Cultural Awareness; Cultural Background; Cultural Education; *Family Life; *Mass Media Effects; Nonwestern Civilization
IDENTIFIERS- National Urban League

This transcription of the keynote speech delivered at a conference on the black family is a discussion of the black family from an historical perspective. The presentation begins with quotations from ancient African literature and a discussion of the archaeological history of the African continent with references to authors who have used this historical information in their work on the modern black family. Parallels are drawn between the "healthy" black family and a common memory of historical and cultural values. Current problems confronting the black family are described including a change in the roles and potency of black social institutions, reduced control of black families over the socialization process of black children, and effects of popular media on the socialization of blacks. A greater institutional role is advocated to enhance black awareness and understanding of black culture and history: social institutions must combine resources and provide vehicles to communicate values, beliefs, ideas and history to blacks, and institutions must be developed to promote black economic development. (CG)

ED 269 496 UD 024 827

The Status of Hunger in Cities, April 1985. Task Force on Joblessness and Hunger.

United States Conference of Mayors, Washington, D. C.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emergency Programs; *Hunger; Poverty; Unemployment; Urban Areas; *Urban Problems

A survey by the U.S. Conference of Mayors of its 22 member Task Force on Joblessness on Hunger to determine the current status of hunger in cities revealed the following facts among others: (1) Despite 15 months of economic recovery, the problem of hunger has grown and is expected to increase over the next year; (2) Two-thirds of the cities reported an increase in emergency food facilities; (3) In 70% of the cities, emergency food facilities are unable to meet the demand; (4) The main problem appears to be inadequate supplies of food; (5) The number of families and children requesting emergency food during the last year has increased, on average 35%; (6) Several cities report special problems with elderly or disabled citizens who are unable to come to emergency food centers; and (7) Several cities expressed particular concern over long-term nutrition problems for children. The Conference of Mayors recommends continuation and increase in Federal programs such as food stamps, child nutrition, and WIC (women, infants and children nutrition program) in order to combat this increasing problem of hunger in the city. Included is a chart showing responses from the 21 cities surveyed. (CG)

ED 269 510 UD 024 848

Grannis, Joseph C.
Students' Stress, Social Support, and Achievement in an Urban Middle School.
PUB DATE- 3 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Educational Environment; Females; *Junior High School Students; Low Income Groups; Males; *Middle Schools; Negative Reinforcement; Positive Reinforcement; Private Schools; Public Schools; Sex Differences; Social Influences; *Stress Variables; *Urban Schools; Whites
IDENTIFIERS- *Academic Environment Inventory

The Academic Environment Inventory (AEI), developed to measure students' experience of stressor events and support events in middle or junior high school, was used to study 107 students in a mostly black, low-income urban public school and a comparison group of 49 students in a mostly white, high-income private school. Project students and comparison students reacted similarly to stressor events. However, project students reported a significantly higher frequency of stressor events and a somewhat lower frequency of support events. The private school students reacted much more positively to support events. When mid-year grade point average was considered for a subsample of 80 project students (39 boys and 41 girls), the AEI was found to account for as much variance as the California Achievement Test of Reading. Different patterns were found for boys and girls. Stressor reaction appears to be connected to the decision to deal with potentially stressful events and support reaction with the decision to respond positively to support opportunities. Variance in students' reactions to stress seems to relate to existing social and academic agendas for boys and girls. (CG)

ED 269 538 UD 024 894

Hess, G. Alfred, Jr.; Greer, James L.

Educational Triage and Dropout Rates.

PUB DATE- Apr 86
NOTE- 38p.; Paper based on a Study of Dropouts from The Chicago Public Schools, funded by the Lloyd A. Fry Foundation. Prepared for the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Rate; *Dropout Research; *Dropouts; *Equal Education; High Schools; Inner City; Racial Factors; *School Holding Power; *Urban Schools
IDENTIFIERS- *Illinois (Chicago)

This paper traces the inordinately high dropout rate in the Chicago public school system to a policy of educational triage in which the better prepared students are sent to more selective high schools while less prepared students are congregated into schools with a more than 50% dropout rate. Also examined are the effects of pre-high school grade retention. All newly enrolled ninth graders from the classes of 1982, 1983, 1984 were tracked by computer through a total of over 100,000 student records. These records were tracked longitudinally from the students' entrance to school to their leaving and students were placed in various leaving categories. Since the Chicago Public schools have used nearly 30 different "leave codes," the study included a reorganization of files to standardize leaving categories. It was found that the schools with the lowest dropout rates are never inner city, general purpose schools, while those with high rates have less challenging programs, few successful peer role models, and function as holding pens until students reach an age when they can legally drop out. The body of the report includes extensive charts showing dropout rates and rank order by school. (CG)

ED 269 443 TM 860 277

Pena, Deagelia M.; Henderson, Ronald D.

Sampling Procedures Used for National Surveys of Public School Teachers--Problems and Possible Solutions.

PUB DATE- Apr 86
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Error of Measurement; Longitudinal Studies; *Measurement Techniques; *National Surveys; Opinions; *Public School Teachers; *Research Design; *Research Methodology; Research Problems; Sample Size; *Sampling; Statistical Bias; Statistical Studies; Teacher Attitudes; Validity
IDENTIFIERS- Sampling Error

The sampling of teachers for nationwide surveys offers a challenging endeavor in obtaining a representative and adequate sample to truly represent opinions of the teachers. Ten national surveys of public school teachers conducted between 1980 and 1985 are presented with respect to their sampling design and procedures. Concepts and theoretical considerations provide the background of the critical review. This paper discusses adequacy and representativeness as criteria of a good sample, sample design, bias, sampling error, sampling frame and unit, multistage and stratified sampling, and sample size allocation. Problems associated with prevailing sampling practices include: (1) lack of sampling frame or list of all public school teachers from which a sample may be drawn; (2) the question of assurance that the sample drawn is representative of the target population of public school teachers; (3) the theoretical connection between a sample design and the computation of estimates from the results; (4) the recognition and knowledge of the quantitative relationship between the sample design and the precision of estimates; and (5) reporting results that demonstrate validity, and willingness and ability to sort out the strengths and weaknesses of the survey. Solutions to these interrelated problems are discussed. (PN)

ED 269 456 TM 860 309

Peterson, Terry K.
Assessment and Administrator Quality.
PUB DATE- 10 Jun 85
NOTE- 6p.; Paper presented at the ECS/CDE Assessment and Policy Conference (Boulder, Colorado, June 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *Administrator Evaluation; Administrator Qualifications; Adults; *Assessment Centers (Personnel); *Educational Change; *Educational Quality; Evaluation Methods; Evaluation Utilization; State Programs; State School District Relationship

Many of the educational reform measures proposed during the last several years focus primarily on assessing students and teachers and increasing student and teacher standards. This paper offers a summary of the role of assessment in enhancing the quality of administrators. A well thought out, coordinated system of administrator assessments is suggested as a powerful force in improving the quality of school and district administrators. When developing a coordinated system of assessments to improve the quality of administrators, an analysis of the uses of various assessments should be made. The uses agreed to for inclusion in the system can then serve as building blocks for constructing the system. Various uses that assessment can play in improving administrator quality are outlined, and examples of states using new assessment procedures to improve administrator quality are cited; they include: Arkansas, California, Florida, Michigan, Mississippi, New Jersey, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, and Wisconsin. A variety of issues and problems, some technical and some political, can easily hinder attempts to develop assessment systems to improve administrator quality. A number of questions that highlight issues which may need to be resolved for success in developing new assessment systems are listed. (Author/PN)

ED 269 470 TM 860 327

Frisbie, Richard D.

The Use of Microcomputers to Improve the Reliability and Validity of Content Analysis in Evaluation.

PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Content Analysis; *Evaluation; Evaluation Methods; Evaluators; Higher Education; *Microcomputers; Models; Questionnaires; *Reliability; Research Design; Research Methodology; Responses; Simulation; Standards; *Surveys; *Validity

This paper provides an understanding of the conceptual and operational relationships between evaluation, content analysis, and microcomputers so that evaluation practitioners can better address applied content analysis problems used in their work. The first section presents a general model for conducting an evaluation effort that focuses on information, actions, and standards of quality. This framework: (1) highlights key components of evaluation and content analysis information in terms of their underlying relationships; (2) identifies basic actions used to develop evaluation and content analysis information; (3) discusses different standards of quality that have emerged for judging the information and related processes; (4) presents working definitions of evaluation and content analysis; (5) consolidates these concepts into the presented model; and (6) discusses content analysis tasks related to the model's basic actions that can be implemented with the use of microcomputers. The second section describes an experimental study in which microcomputers were used to help pre-service and practicing educators perform a content analysis of responses to an open-ended survey question used in a simulated evaluation effort. This two-part experimental study focuses on the reliability and validity of developing a new content analysis category system, and coding responses based on an established category system. (PN)

ED 269 483 UD 024 478

Parents in Transition. A Resource Guide to Move You from Involvement to Advocacy.

National Parent Center, Washington, DC. National Coalition of Title I/Chapter 1 Parents.

PUB DATE- 85

NOTE- 25p.; This publication was prepared with funding provided by the Veatch Foundation of Plandome, NY.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Advocacy; Elementary Secondary Education; *Parent Participation; *Parent Rights; *Parent School Relationship; *Parent Student Relationship; Politics of Education; *Student Rights

IDENTIFIERS- *Elementary Secondary Education Act Title I

This handbook, funded by the Veatch Foundation of Plandome, New York, is a resource guide for parents who want to become involved in and advocate for their children's education. The first section gives background on Title I/Chapter I and the opportunity this program gave parents to get involved in education. The importance of parental involvement is emphasized and suggestions on how parents can participate are given. This is followed by a section on the basic legal rights of students and parents: rights of free expression, access to public information, and access to student records. Next, a list of organizations that work on behalf of disadvantaged students and/or promote the rights of parents is given, divided into primary and secondary resources. Finally, an extensive annotated list of publications of help to parents is provided. (CG)

ED 269 497 UD 024 829

Nieto, Margaret; Kubo, Christine, Ed.
Hispanic Youth Employment Guidebook: Local Government Approaches Using Public-Private Partnerships.
International City Management Association, Washington, D.C.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
REPORT NO.- ISBN-0-87326-947-0
PUB DATE- Jan 86
NOTE- 88p.
GRANT- 90PD10058/01
AVAILABLE FROM- International City Management Association, 1120 G Street, N.W., Washington, DC 20005 ($15.00 1-2 copies; $13.50 3-10; $12.00 11 or more).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Services; Employment Opportunities; *Hispanic Americans; Public Agencies; *Technical Assistance; *Unemployment; *Youth
IDENTIFIERS- Public Private Relationship

This guidebook was developed as an aid to communities seeking to create partnerships between public and private sector sources to reduce the youth unemployment among Hispanics. The International City Management Association (ICMA), as part of a project sponsored by the Department of Health and Human Services, identifies six model ventures using the partnership approach and this guidebook is, in part, a report on these projects. The communities that participated were in New Mexico, California, and Florida. One section discusses characteristics of the Hispanic youth unemployment problems, with a history of Hispanics in the United States, demographics on the group, and the various barriers to employment. Another covers the general concept of public and private partnerships with specific reference to the Jobs Training Partnership Act (JTPA). Each of the six successful communities' programs are described, including information on funding, innovative approaches, problems, and points which were especially successful and which could be transferred to other communities. Finally, the peer matching component of the program in which two successful programs were matched with two communities wanting to initiate similar projects is described. Appended are an annotated list of national organizations dealing with youth unemployment and a list of local Hispanic employment organizations arranged by state. A bibliography of four pages is provided. (CG)

ED 269 524 UD 024 877

Project BITEC 1983-84. New Utrecht High School. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Bilingual Education Programs; English (Second Language); High Schools; Hispanic Americans; Italian Americans; *Limited English Speaking; Minority Groups; *Native Language Instruction; Urban Schools; *Vocational Education
IDENTIFIERS- New York City Board of Education; *Project BITEC NY

Project BITEC offers instructional, resource, and supportive services to four different populations of limited English proficient (LEP) students from China, Vietnam, Latin America, and Italy at New Utrecht High School in Brooklyn, New York. The project provides a technological/computer, secretarial, and industrial arts program intended to complement the regular program of academic studies. The project's overall goal is to facilitate students' completion of high school and the acquisition of one or more vocational skills at an age comparable to that of their English-speaking peers. Development activities for staff and parent involvement activities are important components of the project. In 1983-84, the first year of funding, Project BITEC reached 415 students, Grades 9-12. Forty-one percent were native speakers of Spanish, and 32 percent were Italian-speaking. An assessment of first year data found that project objectives were achieved in English reading and comprehension, as well as native language arts courses. In comparable content-area courses, project students generally achieved significantly higher scores than students in mainstream classes. The attendance rate of project students was statistically significantly higher than the school-wide rate. Parental involvement was not as successful as hoped, due to parents' work schedules and to the fact that many students live far from school. In the future, to reach more Asian-language students, the program should continue its efforts to hire additional staff fluent in Chinese or Vietnamese. (KH)

ED 269 511 UD 024 849

Oversight Hearing on the Job Training Partnership Act (Part 1). Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Washington, DC, May 2, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85
NOTE- 157p.; Serial No. 99-15. For part 2, see UD 024 850. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Experience; Equal Opportunities (Jobs); *Federal Legislation; *Federal Programs; Federal State Relationship; *Job Training; *Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Job Training Partnership Act 1982

This document is a transcript of an oversight hearing on the Job Training Partnership Act (JTPA). It is the first in a series designed by the House Subcommittee on Employment Opportunities, Committee on Education and Labor, to evaluate the program. In his introduction, the subcommittee chairman voiced his concern about proposed budget cuts in national employment and training programs, citing the fact that only 2% to 3% of those eligible for JTPA are currently being served by the program. Testimony was heard in support of the program from a congressional representative from Connecticut. Extensive testimony was also given by representatives of the General Accounting Office dealing with the day to day management of the program, both fiscally and operationally. This was followed by a report of a 2-year study (the Grinker-Walker report) focusing on the alteration in institutional relationship implicit in the act, the coordination among public agencies, and the people served and the way these services are delivered. Appended are extensive supporting documents including a response to the Grinker-Walker report by the Hispanic Community, and prepared statements of all those testifying. (CG)

ED 269 539　　　　　　　　　　UD 024 895

Orfield, Gary; Slessarev, Helene
Job Training under the New Federalism. JTPA in the Industrial Heartland. Report to the Subcommittee on Employment, Committee on Education and Labor, U.S. House of Representatives.
Chicago Univ., Ill.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 86

NOTE- 305p.
AVAILABLE FROM- G. Orfield, 5828 S. University, Chicago, IL 60637 ($5.90 including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dislocated Workers; Employment Patterns; *Employment Programs; *Federal Programs; Federal State Relationship; *Job Training; On the Job Training; *Program Effectiveness; Public Policy; Unemployment; *Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; *Illinois; *Job Training Partnership Act 1982

This book-length report, prepared for the Subcommittee on Employment Opportunities of the House Committee on Education and Labor, describes the first comprehensive state-wide assessment of training programs--specifically the Job Training Partnership Act (JTPA)--in Illinois. The introduction assesses the JTPA in Illinois, a State with high unemployment. Chapter 2 reviews research on causes of unemployment and how these relate to training and employment programs. Chapter 3 examines the evolution of Federal job training policy since the early 1970s and analyzes the goals that were the basis of JTPA. Chapter 4 describes the nature of shifts in funding for employment and training programs from the enactment of the Comrepehsnive Employment and Training Act (CETA) in 1975 to the proposed Federal budget for fiscal year 1986. Chapter 5 deals with specific problems of unemployment and reduced job training in Illinois. Chapter 6 discusses the changes occurring between CETA and JTPA. Chapter 7 discusses the role of the States in shaping the JTPA programs. Chapter 8 concerns the absence of data on program impact. Chapter 9 deals with nonenforcement of civil rights. Chapter 10 presents views of JTPA field program operators. Chapters 11 and 12 deal with training and program access. Chapter 13 considers the absence of supportive services. Chapters 14 and 15 consider services to youth and the dislocated worker. In Chapter 16, findings and recommendations are summarized. (CG)

ED 269 444 TM 860 278

Student Performance Standards of Excellence for Florida Schools in Mathematics, Science, Social Studies and Writing. Grades Three, Five, Eight, and Twelve. 1984-85 through 1988-89.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Curriculum Development; Elementar Secondary Education; Evaluation Criteria; Grade 3; Grade 5; Grade 8; Grade 12; Instructional Program Divisions; *Mathematics Skills; *Science Education; *Social Sciences; State Boards of Education; *State Standards; *Writing Skills
IDENTIFIERS- *Excellence in Education; *Florida

The student performance standards of excellence in mathematics, science, social studies, and writing for Florida schools were developed cooperatively by the Florida Department of Education, local school district personnel and representatives of institutions of higher education. These standards and skills were reviewed by teachers and supervisors throughout the state. A second revision was sent to superintendents in each district for review by appropriate persons with subject area expertise. Input from reviews was used to prepare the final document for State Board of Education approval. The standards represent general and higher-level competencies at grades 3, 5, 8, and 12. Written in broad general terms, the standards are intended to communicate with the general public. The skill statements provide teachers and curriculum specialists with more specific information concerning the performance expected of high-achieving students at specific grade levels. These skills will form the basis for a state assessment program in each of the areas of mathematics, science, social studies and writing. Tables summarize the number of applicable standards and skills for each grade level. A listing by subject area of standards and skills and the grade levels to which they apply, comprises the balance of the document. Upon the authority of the Educational Reform Act of 1983 the Florida State Board of Education approved these standards of excellence on September 20, 1983 and required each district school board to adopt by July 1, 1984, rules which provide for appropriate instruction based upon these standards. (LMO)

ED 269 457 TM 860 310

Skaggs, Gary; Stevenson, Jose
A Comparison of ASCAL and LOGIST Parameter Estimation Programs.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Comparative Analysis; *Computer Software; *Estimation (Mathematics); Item Analysis; Item Banks; *Latent Trait Theory; *Maximum Likelihood Statistics; Programing; Test Construction
IDENTIFIERS- *ASCAL Computer Program; Item Parameters; *LOGIST Computer Program; Three Parameter Model

This study assesses the accuracy of ASCAL, a microcomputer-based program for estimating item parameters for the three-parameter logistic model in item response theory. Item responses are generated from a three-parameter model, and item parameter estimates from ASCAL are compared to the generating item parameters and to estimates produced by LOGIST. ASCAL, part of an item banking/test construction software package known as MicroCAT, is described as a pseudo-Bayesian estimation process. The program, like LOGIST, is based on a pseudo-maximum likelihood algorithm. Unlike LOGIST, convergence is achieved by postulating prior distributions for examinee ability, item discrimination, and item lower asymptotes. Data are generated for sample sizes of 2,000 and 500, test lengths of 35 and 15, narrow and wide ranges of discrimination, and for centered and decentered ability distributions. The results show that the outputs from the two programs are usually more closely related to each other than either is to the original item parameters. Overall, both programs produce reasonable results for the larger data sets, but both have problems for small sets of data. It is concluded that if both programs are available, LOGIST would still probably be the program of choice due to its greater variety of usage options. (Author/PN)

ED 269 471 TM 860 328

Sanders, Jack; And Others

A System for Measuring School Effectiveness: The Profile of School Excellence (PRO-S/E).

Appalachia Educational Lab., Charleston, W. Va.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Evaluation Methods; *Identification; *Instructional Improvement; Interviews; Profiles; Program Descriptions; Program Validation; Questionnaires; *School Districts; *School Effectiveness; School Statistics; Test Results; Validity

IDENTIFIERS- Appalachia Educational Laboratory WV; Profile of a School; *Profile of School Excellence

This paper reports the status of the Profile of School Excellence (PRO-S/E) after three years use and the results of a second validation study. The PRO-S/E, used in over 20 school districts in six states, is a diagnostic system school districts use to determine strengths and weaknesses based on 11 characteristics of effective schools. Data is collected by PRO-S/E administrators using: (1) district data forms; (2) superintendent interviews; (3) school data forms; (4) principal interviews; (5) school rating forms; (6) teacher questionnaires; (7) student questionnaires; and (8) optional forms to study schools' achievement test scores and students' socioeconomic status. Data from the school rating form and the teacher and student questionnaires develop graphic comparison profiles for the 11 characteristics. Analyzed results are used in addition to the interview and descriptive information to develop a written comprehensive profile of the school district. The validation study resulted in the broadening of the definition of one variable category, "Roles and Responsibilities"; the reassignment to other variable categories of three items for both the student and teacher survey; and the rewarding of five items in the student survey and five items in the teacher survey. (PN)

ED 269 484 UD 024 553

Cuban Value Orientations. Cultural Monograph Number 1. Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors.
Florida Univ., Gainesville. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 133p.
GRANT- G008102500
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counseling; *Counselor Client Relationship; Counselor Role; *Cross Cultural Training; *Cubans; Cultural Differences; Culture Conflict; Hispanic Americans; Immigrants; *Intercultural Communication; Mental Health; Refugees; *Values
IDENTIFIERS- *Value Orientations

Information is provided in this monograph to facilitate understanding of Cuban cultural values and their implications for counseling limited English proficient students. Also provided is a beginning conceptual model for increasing the understanding of cross-cultural theory and practice. The overview of Cuban culture is based on a perspective of value orientations which emphasizes the evolving nature of cultures. The titles of the report's 13 chapters and some of their sub-themes are as follows: (1) Introduction to the Cultural Monograph Series and to Cultural Value Orientations; (2) The Conceptualization of Value Orientations: Axiological Definitions; (3) A Case Study for Cross-Cultural Counseling; (4) Cuban Value Orientations (Pre-revolutionary Cuban Value Orientations; Post-revolutionary Cuban Value Orientations; Santeria); (5) Factors Affecting Cross-Cultural Counseling (Language; Social Group of the Client); (6) Areas of Conflict Between Cuban and American Values (Acculturation; Assessing Behavioral Indicators of Cultural Adaptation; Assessing Adaptation of Cultural Values); (7) Cross-Cultural Activity; (8) Values Affecting Cross-Cultural Counseling (Anglo/Cuban Relationships; Conflict); (9) Possible Conflicts Between Counselor and Client; (10) Emerging Skills and Roles of the Counselor; (11) Mental Health; (12) Counseling Strategies and Techniques; and (13) Conclusions. Two appendices consist of a general outline of United States Value Orientations and an essay, "Mirror Images of Conflict," by Sandra Fradd. (KH)

ED 269 498 UD 024 833

Tan, Norma
An Evaluation of the SEEK Prefreshman Summer Program at Baruch College, 1984.
City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.
PUB DATE- 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Educationally Disadvantaged; Higher Education; Poverty; Program Development; Program Evaluation; Program Implementation; *Remedial Programs; *Summer Programs
IDENTIFIERS- *City University of New York Bernard Baruch College; *SEEK Program NY

This report evaluates the 1984 Search for Elevation, Education & Knowledge (SEEK) prefreshman summer program at Baruch College, City University of New York (CUNY), and describes its curriculum, staffing, recruitment of students, and objectives. Ninety-four students were enrolled: 73.4% were 18 or 19 years old; 73.0% were women; 90.4% were single; 47.9% also spoke a language other than English. Prospective students took the CUNY skills assessment tests in reading, writing, and mathematics in the spring. Seven students were enrolled in reading, 26 in writing, and 65 in mathematics. Student performance was assessed by skills assessment posttests and teacher's observation. Findings showed that 98.9% of the students completed the program. Reading and mathematics students showed improved performance on CUNY skills assessment tests. Class performance did not necessarily predict test performance. Improvement in writing was not apparent in test scores. Most students remained at the same course level. Attendance across classes was inconsistent. Lower attendance in the morning classes and writing classes may have affected learning outcomes. The program was generally well implemented but additional pre-planning and administrative and clerical support before start of classes might alleviate specific problems. Recommendations for future research are given. Tables and appendices provide student and curricular data. (CG)

ED 269 525 UD 024 878

Project BEAM UP. Sarah J. Hale High School, 1983-1984. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 42p.

AVAILABLE FROM- New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; English (Second Language); *Haitian Creole; *Haitians; High Schools; *Hispanic Americans; Limited English Speaking; *Native Language Instruction; Urban Schools

IDENTIFIERS- New York City Board of Education; *Project BEAM UP

Project BEAM UP provides instructional and supportive services to 233 Hispanic and Haitian students (Grandes 9-12) of limited English proficiency (LEP) at Sarah J. Hale High School in Brooklyn, New York. The project's main objective is to enable LEP students to participate in mainstream content-area classes by as early as the middle of their junior year. Electing to take courses in either an academic or vocational track, all students receive instruction in English as a Second Language, English and native arts, bilingual content-area classes, and mainstream content-area classes. Quantitative analysis of student achievement data during the project's first year indicates that most students showed significant gains in language skills, both English and native, and they achieved high passing rates in vocational subjects. Program students' passing rates in mathematics were not significantly higher than those from mainstream students, but they surpassed mainstream students' performance in social studies courses. The following recommendations are suggested for program improvement: (1) formulate a policy for teaching Haitian Creole and French that considers both the students' level of proficiency and state foreign language requirements; (2) supplement the teaching of Haitian Creole with intensive instruction in Creole writing; (3) attempt to acquire materials in Haitian Creole for classroom use; (4) provide staff development activities to improve teachers' skills in Creole writing; and (5) increase paraprofessional's contributions to individualizing instruction. (KH)

ED 269 512 UD 024 850

Oversight Hearing on the Job Training Partnership Act (Part 2). Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Montebello, CA, June 28, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 167p.; Serial No. 99-16. For part 2, see UD 024 849. Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Equal Opportunities (Jobs); *Federal Legislation; *Federal Programs; Federal State Relationship; *Job Training; Program Effectiveness; *Program Implementation; *State Programs

IDENTIFIERS- *California; *Job Training Partnership Act 1982

This document is a transcript of an oversight hearing on the Job Training Partnership Act (JTPA). This session, the second in a series designed by the House Subcommittee on Employment Opportunities to evaluate the program, focuses on the local and state implementation of the act. Testimony was heard from various representatives of organizations working with JTPA in California. Testimony was also heard from Bill Greene, State Senator from California, among others. Fiscal and management issues were discussed, and suggestions for program improvement were made. Appended are extensive supporting documents and prepared statements of those testifying along with the full text of JTPA--Public Law 97-300. (CG)

ED 269 445 TM 860 279

Rachal, Janella

Student Placement Study: 1985-86 State-Funded Compensatory/Remedial Program Evaluation. Placement Report. Bulletin 1765.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Jan 86
NOTE- 87p.; For a related document, see TM 860 280.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Compensatory Education; Elementary Education; Elementary School Students; Evaluation Criteria; *Grade Repetition; Longitudinal Studies; *Minimum Competency Testing; Performance Factors; *Program Effectiveness; Program Evaluation; *Remedial Programs; Scores; *State Programs; *Student Promotion; Summer Schools; Testing Programs
IDENTIFIERS- *Louisiana; Louisiana Basic Skills Test

As part of Louisiana's minimum competency program, the Basic Skills Test (BST) was administered in grades 2 through 5. Student promotion rates in these grades between 1980 and 1985 were examined. Results showed that, in all four grades, the percentage of students retained to repeat the grade increased slightly. The BST was the main, but not the only criterion for retaining students. Student attendance in remedial summer programs did not appear to affect promotion decisions. In fact, among students who qualified for the compensatory program, promotion rates were higher among those who did not attend summer school than among those who did. It was also found that the BST was able to identify a small group of students who had continuing difficulties in meeting the minimum standards. The percentage of students who failed to meet the minimum standards and who had previously received remedial services increased each year. In grade 2 in 1985, it was 6 percent; in grade 3, 17 percent; and grade 4 or 5, 27 percent. Accordingly, it was suggested that alternative programs were needed to meet these students' needs. Detailed data tables are included in the text. (Author/GDC)

ED 269 458 TM 860 312

Kohr, Richard L.
Correlates of Cognitive Student Outcomes.
PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Tests; Conventional Instruction; *Correlation; Educational Assessment; Educational Environment; Elementary Secondary Education; *Family Environment; Grade 5; Grade 8; Grade 11; Perception; *Scores; Sex Differences; Socioeconomic Status; Statewide Planning; Test Results
IDENTIFIERS- *Ecological Paradigm; *Pennsylvania Educational Quality Assessment

A study of the correlates of cognitive achievement in Pennsylvania's Educational Quality Assessment Program was conducted by examining both individual (student level) and ecological (building level) correlations. Analyses were completed for grade levels 5, 8 and 11 for the 1985 state assessment. Twenty-four student derived condition variables or education indicators, classified as home environment, school environment and perception of instructional processes served as correlates. The education indicators classified as school environment were significantly associated with building achievement at nearly each grade level. Partialling out the effect of socioeconomic status (SESO reduced the relationship between achievement and student perception of study habits to non-significance; however, perception of classroom discipline, interest in school and self-concept exhibited reductions of just 1 to 7 percent of the variance, thereby retaining modest relationships with building achievement. Generally weak relationships were observed between building achievement and perceptions of instructional process. A major exception occurred for timely return of teacher tests at grade 8, which exhibited a strong relationship with building achievement essentially unaffected by partialling on SES. A summary of instruments for measuring student achievement outcomes and a chart describing condition variables or education indicators are appended. (Author/PN)

ED 269 472 TM 860 329

Banta, Trudy W.; Schneider, Janet A.
Using Locally Developed Comprehensive Exams for Majors to Assess and Improve Academic Program Quality.
PUB DATE- 19 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Curriculum Development; Curriculum Evaluation; Departments; Educational Quality; Higher Education; Item Analysis; Majors (Students); Outcomes of Education; *Program Evaluation; Program Improvement; Relevance (Education); Scoring; *Teacher Made Tests; *Test Construction; Testing
IDENTIFIERS- *Comprehensive Examinations; *Exit Examinations; *University of Tennessee Knoxville

This paper briefly presents a history of comprehensive examinations in higher education in the United States, characteristics of comprehensive exams, and the use of such exams in assessing program quality. This paper then focuses on the experience of 11 program faculties at the University of Tennessee (Knoxville), that developed and used exit exams for majors as one component of a comprehensive program evaluation process. The purpose for test development is discussed, as well as test development procedures: (1) faculty involvement; (2) initial steps; (3) item types; (4) test length; (5) consultants; and (6) test revisions. The preparation of students, test administration and scoring are described, as is the post-administration evaluation of the tests through student reaction, faculty reaction, item analysis, test revision, and test security. The use of test results, future test use, and faculty reaction to the test development process are presented. Faculty involvement in the test development and a review of students' performance stimulated a variety of improvements, including increases in curricular structure, more consistency among faculty teaching core courses, stronger linkages between lower- and upper-division coursework, and more opportunities for students to apply knowledge learned in classes. (PN)

ED 269 526 UD 024 879

Multilingual Survival Skills Program. George W. Wingate High School, 1983-1984. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; English (Second Language); Haitian Creole; *Haitians; High Schools; *Hispanic Americans; *Limited English Speaking; Native Language Instruction; Urban Schools
IDENTIFIERS- *Multilingual Survival Skills Program NY; New York City Board of Education

In 1983-1984, the Multilingual Survival Skills Program provided support services and instruction in English as a Second Language (ESL) and native language skills to approximately 360 students of limited English proficiency (LEP) in Grades 9-12 at Wingate High School (Brooklyn, New York). Bilingual instruction in mathematics, science, and social studies was also provided. Eighty-one percent of the students spoke Haitian Creole as their native language. The remaining 19% were Hispanic, mainly from the Dominican Republic and Panama. Among the major goals of the project were to help students pass courses required for graduation; to develop and implement a pilot program in native language arts for Haitian students; and to develop curriculum materials to reinforce skills for illiterate or semi-literate Haitian and Hispanic students in required content-area courses. An assessment of first-year student achievement found that program students were able to achieve proposed instructional achievements in ESL, Spanish language arts, and social studies. Performance in mathematics, biology, and French was lower and program objectives were not met. Specific areas of improvement for consideration by the bilingual project include: recruitment of bilingual content-area teachers (Spanish/English), emphasis on the parental component, and in-service training for personnel working with the program's LEP students. (KH)

ED 269 540 UD 024 897

Moore, Kristin A.; And Others
Choice and Circumstance: Racial Differences in Adolescent Sexuality and Fertility.
PUB DATE- 86

NOTE- 176p.
AVAILABLE FROM- Transaction Books, Rutgers, The State University, New Brunswick, NJ 08903 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- Abortions; *Adolescents; *Blacks; Contraception; *Early Parenthood; Goal Orientation; *Job Training; Marriage; *Occupational Aspiration; Pregnancy; Pregnant Students; Sex Education; Youth Problems

This book examines the differences between blacks and whites in their early childbearing patterns. In particular it examines the causes of teenage pregnancy and parenting in blacks and its negative effects on parents and children. Fertility data, available information and attitudes about contraception and abortion, education, employment goals, and marriage and family are considered. In the summary and conclusion section, it is suggested that more extensive sex education both from parents and outside sources would be helpful in reducing black teenage pregnancy. Further it is noted that dropping out of school is associated with a high risk for pregnancy. and that therefore programs that make education more economically rewarding would be helpful in controlling the problem. Job training is also found to have a positive effect in reducing teenage pregnancy and is recommended. Although some evidence would suggest that blacks value marriage highly, their attitudes about marriage sometimes differ significantly from those of whites. Black teenagers perceive greater tolerance for out of wedlock childbearing than white youth. Recommendations include better sex education, greater availability of contraception, and clarification of the connection between education, occupational aspirations, and early childbearing. (CG)

ED 269 485 UD 024 751

Oskaar, Els
Language-Integration-Identity: Socio-Cultural Problems of New Minorities.
PUB DATE- 82
NOTE- 18p.; In: Cultural Identity and Structural Marginalization of Migrant Workers. Contributions to the ESF Workshop (2nd, Bochum, West Germany, December 8-10, 1980). European Science Foundation, Strasbourg, 1982. p133-149.
AVAILABLE FROM- European Science Foundation, 1 Quai Lezay-Marnesia, 67000 Strasbourg, France (French Francs 55). Book only; article not available separately.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Bilingualism; Culture Contact; *Immigrants; Language Usage; Linguistics; Migrants; *Minority Groups; Multicultural Education; *Sociocultural Patterns; *Verbal Communication
IDENTIFIERS- Australia; Canada; Sweden; United States

This paper examines the socio-cultural problems affecting new immigrants. The first part presents a person-centered ecological theoretical framework with two points of departure: the individual in his/her biological cognitive and socio-cultural sphere, and the person's communicative behavior. The data is drawn largely from a 1967-1979 project in the United States, Australia, Canada, and Sweden. Parts 2 and 3 focus on information derived from answers to the questions: Do you feel at home in the country you live in at present? and What do you need in order to feel at home in this country? Part 2 deals with the socio-cultural situation of the new minorities and part 3 discusses language and culture as a source of confidence and security. Among conclusions were that host countries should help adults and children keep and develop their mother tongues and that cultural identity and mainstream integration should be fostered by educating both migrants and host peoples in ways that promote mutual understanding. All children should be taught a functional view of language and culture. A pluralistic approach based on the various needs of minority children is needed to solve educational problems. Finally, the critical use of principles of human linguistics, together with those of humanistic sociology, will provide a useful frame for future research. (CG)

ED 269 499 UD 024 834

Tan, Norma
The SEEK Prefreshman Summer Program at Baruch College, 1984: A Followup Study.
City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.
PUB DATE- Dec 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Economically Disadvantaged; *Educationally Disadvantaged; Enrollment; Higher Education; *Outcomes of Education; *Remedial Programs; Summer Programs; *Transitional Programs
IDENTIFIERS- City University of New York Bernard Baruch College; SEEK Program NY

In 1984, 94 college freshmen attended the SEEK Prefreshman Summer Program at Baruch College in the city of New York. This program, held for six weeks during the summer prior to college, provided skills remediation, counseling, and financial aid to freshmen from educationally and economically disadvantaged backgrounds. Its goal was to improve students' academic and coping skills in order to increase their chances of success in college. A study was conducted to compare the first-year enrollment and academic outcomes of incoming SEEK freshmen who participated in the program with incoming freshmen who did not participate. The investigator found that: (1) SEEK freshmen were demographically distinct: the program served proportionately more females and blacks, and fewer Asians. (2) The program participants, most of whom came from vocational high schools, required assistance in mathematics. Otherwise, their academic preparation was similar to non-participants. (3) Program participants who advanced after completing a summer remedial course continued to show adequate overall academic performance during their first semester. (4) Participants' academic performance in their first two semesters did not differ greatly from that of non-participants. Prior academic preparation was more important than program participation in determining first-year outcomes. (5) Proportionately fewer program participants than non-participants re-enrolled in the second semester. (6) Participants who did not re-enroll were more likely to leave on an official basis, such as transferring to another institution. (Author/KH)

ED 269 513 UD 024 851

Cummings, Richard L.; Bridges, Edward F.
Multiculturalism and Teacher Education: The Rhetoric and a Reality.
PUB DATE- Mar 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Training; Ethnic Studies; *Multicultural Education; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Student Relationship
IDENTIFIERS- *Wisconsin

This paper considers the problems of multiculturalism and teacher education with specific reference to the situation in Wisconsin. The first section deals with the historical interest in multicultural education in America and what the concept means. The second section describes the Human Relations Code in Wisconsin which requires preparation in this area for preservice teachers, and outlines its precepts. The next section presents the findings of a survey of the 30 teacher training institutions in Wisconsin in which respondents were asked to describe the way in which multicultural education components were made available in their curricula and to what extent they were considered important. Multicultural fieldwork and comparative education were ranked high in importance by respondents but were found to be underrepresented in the curricula of the teacher training institutions. It was further found that commitments to providing multicultural education experiences were not met. It is concluded that little is being done in teacher education programs in Wisconsin to address ethnocentric attitudes or to prepare teachers for work in the multicultural classroom. (CG)

ED 269 541 UD 024 898

Rosenberry, Margaret
Program Design and Implementation Issues. Urban Conservation and Service Corps Program. A Series of Resource Reports. Report #3.
Human Environment Center, Washington, D.C.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Apr 86
NOTE- 52p.; For Reports #1 and #2, see ED 257 914.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Program Administration; *Program Design; Program Development; *Program Implementation; Urban Environment; *Urban Improvement; *Urban Programs; *Youth Programs

This report is part of a series of resource publications designed to provide planners with explicit information for planning, funding, and operating programs. It identifies early start-up considerations and presents alternatives for program design and administration of urban conservation and service corps programs. Many of the principles and practices are also broadly applicable to service corps in rural settings and under government or nonprofit sponsorship. The suggestions contained in the report are the result of studying the most successful urban service corps programs of the past few years. Part 1 discusses what the elements are of a successful program. Part 2 talks about developing a mission statement and program goals. Part 3 discusses initial program design issues, and part 4 considers how an administrative structure should be determined and offers some suggestions. The final section deals with elements of program implementation including work project development, staff selection, youth development, and budgeting. The report includes extensive appendices which consist of examples of contracts, agreements, work project solicitation and selection criteria, organizational charts, resources for corps planning and implementation, and New York City Volunteer Corps recruitment strategy. Also included are profiles of several service corps programs. (CG)

ED 269 446 TM 860 280

Rachal, Janella

State-Funded Compensatory/Remedial Program Final Evaluation, 1984-85. Longitudinal Effects.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Aug 85

NOTE- 102p.; For a related document, see TM 860 279.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Analysis of Covariance; *Basic Skills; Compensatory Education; Elementary Education; Elementary School Students; *Grade Repetition; Language Arts; Longitudinal Studies; *Minimum Competency Testing; Performance Factors; *Program Effectiveness; Program Evaluation; Remedial Mathematics; *Remedial Programs; Scores; *State Programs; Student Promotion; Testing Programs

IDENTIFIERS- *Louisiana; Louisiana Basic Skills Test

The longitudinal effects of Louisiana's Compensatory/Remedial Program upon student performance were assessed using data from four administrations of the Basic Skills Test (BST) between 1982 and 1985. Language arts and mathematics tests were administered in grades 2 through 5. Scores increased slightly between 1982 and 1984, and declined in 1985; therefore the number of students qualifying for the Compensatory/Remedial Program also changed. The BST played a limited role in decisions to promote or retain students. Of students who failed the grade 2 BST, 25 percent were never retained during the next four years, 66 percent were retained once, and 9 percent were retained twice. About half failed the BST two or more times in four years. It was concluded that the combination of retention and remediation did more to alleviate basic skills deficiencies than did either retention or remediation alone. This combination was most effective early in the student's educational career. Recommendations concerning the provision of remedial services are included. (GDC)

ED 269 459 TM 860 313

O'Neill, Kathleen A.
The Effect of Stylistic Changes on Item Performance.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abbreviations; Analysis of Variance; Drug Education; Graduate Medical Students; Higher Education; *Item Analysis; *Language Skills; Multiple Choice Tests; Multivariate Analysis; Pharmaceutical Education; Symbols (Literary); Test Construction; *Test Format; *Testing Problems; *Test Items
IDENTIFIERS- *Bonferroni Procedure; *Confounding Variables

When test questions are not intended to measure language skills, it is important to know if language is an extraneous characteristic that affects item performance. This study investigates whether certain stylistic changes in the way items are presented affect item performance on examinations for a health profession. The subjects were medical residents taking a multiple-choice in-training examination. Twenty items were selected from the pretest section of the examination to cover three stylistic manipulations: (1) abbreviations; (2) symbols; and (3) generic and proprietary drug names. Every item was tested in two versions (unedited, edited) and these item pairs involved the same stylistic change for each pair. A Bonferroni test of significance was applied to the differences across forms for each item pair. A two-way multivariate analysis of variance yielded essentially the same results as the two-way analysis of variance. No significant differences in performance were noted for individual item pairs or for type of stylistic manipulation. However, a test form effect was noted on one of the two replications. Test developers need to be aware that even if there is no difference in statistics on an item level, differences might exist on a test form level. (Author/PN)

ED 269 473 TM 860 330

Ridley, Dennis R.
An Analysis of the Uniform Student Evaluation Survey (USES).
PUB DATE- 16 May 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Correlation; Curriculum Evaluation; Feedback; Higher Education; Instructional Improvement; *Item Analysis; Multiple Regression Analysis; Rating Scales; *School Surveys; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Test Reliability; Test Results; *Test Validity
IDENTIFIERS- *Christopher Newport College VA; *Uniform Student Evaluation Survey

This report presents an analysis of a student evaluation survey, the Uniform Student Evaluation Survey (USES), used to provide a systematic, campus-wide basis for meaningful feedback on the instructional effectiveness of college teaching at Christopher Newport College (Virginia). This study addressed three issues as to the reliability, validity, and consistency of the survey measures. Secondarily, this report provided a device for guiding interested, but statistically non-sophisticated persons (primarily faculty), through the analyses of the three issues. A rationale for the current USES survey was presented and considerations for revision were offered. This report is limited to the analysis of 13 items (included in appendix) whereby a student evaluates an instructor's effectiveness. Principal components analysis of previous USES results revealed that "perceived classroom effectiveness" is consistently what is measured by the survey, with "overall instructor performance" the best single item measure. Items which shared the most variance with overall classroom effectiveness were similar from one department to another. USES results (1) show a high degree of internal consistency; (2) suggest that scores are fairly stable over time, with stability dropping sharply after two years; and (3) are generally related to more or less independent assessments of excellence as a classroom teacher. (PN)

ED 269 486 UD 024 804

Zafirau, S. James
Analysis of 1984-1985 Cleveland School District Student Data with Policy and Planning Implications for Student Reading Discrepancies.
Cleveland Public Schools, Ohio.

PUB DATE- 86
NOTE- 190p.; Appendices B and C may not reproduce well due to small faint print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; Elementary Secondary Education; Females; Hispanic Americans; Males; *Minority Groups; *Racial Differences; *Reading Tests; *Sex Differences
IDENTIFIERS- *Ohio (Cleveland)

This study analyzes the 1984-1985 Cleveland, Ohio, School District student reading data. The average Cleveland student maintained but did not significantly improve his/her reading achievement position relative to comparable students in a national sample. Average reading comprehension scores of the adversely affected students remained below the 33rd percentile, with the remaining students averaging at about the 50th percentile. Asian and Pacific Islanders scored the highest average test scores of any racial group, with Hispanics and Blacks scoring the lowest. In each racial group, the students with the highest reading scores had the best daily attendance rates. Girls scored higher in reading than boys; however, boys progressed or regressed more dramatically than girls, who tended to maintain their relative positions. The bulk of negative achievement results was attributed primarily to twenty schools. There continues to be a significant drop in average reading scores in the articulation grades, particularly grades 4 and 7. Schools using Project Perform had slightly greater vocabulary and reading comprehension gains than comparison schools. Extensive recommendations are discussed at the end of the study. Appendices making up about half the document compare various groups of students and their reading comprehension. (CG)

ED 269 500 UD 024 835

Neisser, Ulric, Ed.
The School Achievement of Minority Children. New Perspectives.
REPORT NO.- ISBN-0-89859-685-8
PUB DATE- 86
NOTE- 207p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Suite 102, 365 Broadway, Hillsdale, NJ 07642 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Blacks; *Cognitive Ability; Cross Cultural Studies; Elementary Secondary Education; Intelligence Differences; Intelligence Tests; *Minority Groups; Preschool Education; *Racial Bias; Reading Instruction; School Effectiveness; *Social Stratification; Teaching Methods

Most of the chapters in this book grew out of the Conference on the Academic Performance of Minority Children held at Cornell University in 1982. Six hypotheses about minority school achievement are presented. After a general introduction by Ulric Neisser, John Ogbu describes the effects of caste and argues that black school children are preparing themselves for the roles they expect to play later on. A. Wade Boykin discusses black culture and argues that schools are structured to maintain the hegemony of the white middle class. Ron Edmonds documents the principal differences between effective and ineffective schools. Brown, Palincsar, and Purcell examine the differential treatment effect in reading instruction and describe new participatory teaching techniques that may reduce achievement gaps between successful and unsuccessful students. Reginald Gougis argues that black students suffer stress from racial prejudice that has negative effects on learning. In the final two chapters, Richard Darlington presents findings on the effectiveness of Head Start programs and Herbert Ginsburg reviews cross-cultural and subcultural research, concluding that basic abilities for school subjects are equally present in every cultural group. (CG)

ED 269 514 UD 024 857

Yao, Esther Lee
The Extrinsic Cultural Traits of Chinese Immigrants as Compared with Chinese in Taiwan and Other Non-Chinese in the U.S.A.
PUB DATE- 17 Feb 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Society for Cross Cultural Research (Boulder, CO, February 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Chinese Americans; Cultural Differences; *Cultural Traits; English (Second Language); *Immigrants; Social Attitudes

This paper reports on a study whose purpose was to examine the speed of changing extrinsic cultural traits of Chinese immigrants in the United States and to determine cultural commonality among the groups. Three groups were selected for the study: 150 recent Chinese immigrants, 209 non-Chinese Americans, and 95 prospective Chinese immigrants from Taiwan. An attitude inventory scale was used to measure the sample's extrinsic cultural traits in four major areas: social interaction, English proficiency, American life-style, and future prospectives. It was found that extrinsic cultural traits of Chinese immigrants are significantly different from those of the other two groups. Statistical analysis indicated that Chinese immigrants are not significantly different from prospective Chinese immigrants in the way they assess their social interaction with the core society and lifestyle in the United States. It was also found that prospective Chinese immigrants were very enthusiastic about the prospect of living in the United States. The only cultural commonalilty found to be shared by all three groups was an interest in the availability to desirable clothing styles. (CG)

ED 269 527 UD 024 880

Joseph, Carole Berotte
Adult and Children's Books about Haiti, Haitians, and Creole (in English and Creole).
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English; Creoles
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; *Childrens Literature; Foreign Countries; Foreign Language Books; *Haitian Creole; *Haitians
IDENTIFIERS- Haiti

Divided into four sections, this bibliography lists: (1) books in Creole or books about Haitian Creole; (2) books on adult literacy and Haitian adults; (3) books written in English and related to Haiti; and (4) children's and adolescents' books with Haitian themes or about Haiti. (KH)

ED 269 528 UD 024 881

Sigmon, Scott B.
Questioning Urban Elementary Public School Teachers on Classroom Control Rules.
PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Classroom Communication; *Classroom Techniques; *Discipline; Elementary Education; *Elementary School Teachers; Public Schools; *Student Behavior; *Teacher Effectiveness; Teacher Student Relationship; Urban Schools

A brief questionnaire examining how teachers' rules of conduct facilitate learning was answered by 20 teachers in a Northeastern urban elementary school. Only two of these, from the upper levels, posted written rules. Verbal rules regarding inappropriate talking and seat leaving behavior were most frequently issued across all grades. Also issued but at a lesser frequency were rules emphasizing courteousness in the hope it would generalize to other situations. Specific techniques for dealing with problem behaviors were offered by half the teachers. A literature search of this area found that most psychological work focused on behavior modification, while much educational material examined teacher characteristics plus teaching styles. Both the literature and responses to the questionnaire indicate that behavior modification is of little value in dealing with discipline problems. It is more effective to state rules of conduct clearly at the outset and enforce them consistently. (KH)

ED 269 542 UD 024 899

Convey, John J.
Parental Choice of Catholic Schools as a Function of Religion, Race, and Family Income.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Family Income; Private Schools; *Race; *Religion; *School Choice;

School Effectiveness; Socioeconomic Status

Over 11,000 parents of pre-high-school-age children from the Archdiocese of Washington (D.C.) rated the importance of eight factors which influenced their decisions to send their children to Catholic schools. The sample included about 2,000 non-Catholic parents with children in Catholic schools and about 1,700 Catholic parents with children not in Catholic schools. Academic program, a religious factor, and discipline in that order were the three most important factors for parents who selected Catholic schools. The importance of these factors varied by the religion, race, and family income of the respondents. A higher percentage of non-Catholics than Catholics selected academic program as most important. Religious factors were selected as most important more by white Catholics than by black Catholics. Parents with higher incomes were more likely to select academic program and less likely to select a religious factor as most important. The majority of parents who did not send their children to Catholic schools listed finances as the most important reason while a significant number selected academic program as most important. In general in making the choice whether to send a child to a Catholic school, parents with higher incomes, especially black parents, were more likely to choose academic program as the most important reason. (Author)

ED 269 447   TM 860 281

Williams, David; Loertscher, Kyleen

Teachers as Naturalistic Inquirers -- A Case Study.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Case Studies; Classroom Observation Techniques; College Curriculum; *Elementary School Teachers; Evaluation Needs; *Field Studies; Grade 3; Interviews; *Naturalistic Observation; Primary Education; Qualitative Research; Questionnaires; *Research Methodology; *Student Behavior; Videotape Recordings
IDENTIFIERS- Naturalistic Evaluation; Naturalistic Research

A case study of a teacher as a naturalistic inquirer is presented. A class in naturalistic inquiry methods was offered to practicing teachers and other graduate students during a 15-week semester. During the first two or three weeks, students read extensively about qualitative methods and identified a possible site to conduct a study. The remainder of the course included conducting the studies, discussing the experiences in weekly class meetings and writing a final report. The teacher/researcher observed one student's work/study habits and interactions with teacher/researcher and peers daily for over three months. A videotape camera recorded the student's behavior during ten hours of classroom activities. Field notes were made based on the tapes and recalled details. Repeated interviews, formal and informal, were conducted with the student, his peers, principal, parents and school guidance counselor. The teacher/researcher maintained a detailed set of field notes, a log of observations, a record of interview results and teacher attitudes, and evolving analyses of the data. Two questionnaires provided sociograms and information on the student's life, family and attitudes. The paper then describes the study process, identifies difficulties and benefits encountered, summarizes activities taking place since the study, and suggests implications for other teachers and settings. (PN)

ED 269 460 TM 860 314

Sax, Gilbert
The Ethics of Quantification and Why It Doesn't Work; or Life among the Numerologists, Inumerates, and Qualitatives.
PUB DATE- Apr 86
NOTE- 9p.; This paper is an excerpt from a paper written by Gilbert Sax and Claudia Krenz that will be published in a forthcoming book edited by Frank Besag. Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Educational Researchers; *Ethics; Evaluation Problems; Experimenter Characteristics; Qualitative Research; *Research Methodology; *Research Needs; *Research Problems; Statistical Studies; Testing Problems
IDENTIFIERS- *Quantification Processes; Rationalization (Decision Making)

The paper states that quantification is neither ethical nor unethical, but is ethically neutral. It is the behavior or intent of the human being that is clearly a matter of ethical concern. Like numerology and the sects of inumerates and qualitatives, there is not so much an unethical practice that is supported as there is a lack of vision and concern for other points of view. The qualitative and quantitative researchers have made it difficult to live in both their worlds even though there are no necessary contradictions between them. The quantifiers at the very least could have provided data to determine if students were attaining, or were even aware of, aesthetic values and ethical norms. If quantifiers detract students from a love of beauty or from a knowledge of ethical and unethical behavior, then quantifiers are failing their responsibilities, and their behaviors are examples of ethics gone wrong. Examples are given of scientism, a pseudoscientific belief that accepts the appearance and apparent successes of science without its essence, including a willingness to reexamine data, hypotheses, and theories when the evidence so suggests. Selected examples are presented regarding educational rationalizations that hinder understanding and free inquiry. (PN)

ED 269 474 TM 860 331

Blust, Ross S.
Are Teacher Perceptions of School Effectiveness Variables Correlated with Student Achievement and Student Attitudes?
PUB DATE- Apr 86
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Correlation; Elementary School Teachers; Elementary Secondary Education; Grade 5; Grade 8; Grade 11; Multiple Regression Analysis; Perception; Predictor Variables; *School Effectiveness; School Surveys; Secondary School Teachers; State Programs; Statistical Significance; *Student Attitudes; *Teacher Attitudes; Testing Programs
IDENTIFIERS- *Pennsylvania Educational Quality Assessment

This study investigated the use of teacher perceptions of school effectiveness variables as part of the Pennsylvania state assessment program and briefly reviewed the teacher survey instrument development. Data were available for 155 of the 500 school districts from the 1985 Educational Quality Assessment administration. A norm sample included 111 high schools, 138 junior high schools and 361 elementary schools. Students were tested in grades 5, 8, and 11. Pearson correlation coefficients were calculated between teacher perceptions of school effectiveness variables and student achievement as well as student attitudes. Teacher perceptions of school effectiveness variables were found to have a statistically significant link with most of the student achievement measures. Rather low correlations, which in many cases were not statistically significant, were found between teacher perceptions of school effectiveness variables and student attitudes. Teacher perceptions of school effectiveness variables (when used with other school and student variables) were not the best predictors of student achievement in multiple regression. Appendix A lists 44 school climate variables with their measure weighting and description. Appendix B contains the teacher perceptions of school effectiveness variables with percentages by response option. (PN)

ED 269 487 UD 024 805

August, Lynn Kao

Health Service Utilization Patterns of Southeast Asian Refugees: Rhode Island Medicaid/Refugee Medical Assistance Data Analysis, October 1979 to December 1982.

Rhode Island State Social and Rehabilitative Services Dept., Cranston.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Apr 84
NOTE- 80p.
CONTRACT- SSA-0440-83-6731
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; *Community Health Services; Health Insurance; *Health Services; Immigrants; *Refugees
IDENTIFIERS- Health Maintenance Organizations; *Rhode Island; *Southeast Asians

This study examines the patterns of health service use among Rhode Island's Southeast Asian refugees, using Medicaid/Refugee Medical Assistance data. It was found that this group has a lower rate of health service utilization than the general Rhode Island population. Following the 3-month initial resettlement period during which mandatory health screening occurs, the use of health services begins to decrease. The types of services most used by refugees are outpatient services, and the most used ambulatory care facilities are the community health centers; hospital admissions and emergency room visits are not common. These findings suggest that the health care needs of Southeast Asian refugees are compatible with the health care principles of HMOs. However, the group's high usage of community health centers and the successful and long-standing experience these centers have had with the refugees indicate that they are a very appropriate means of health care delivery for Southeast Asian refugees. Based on this evidence, it is suggested that a Community Health Center-Primary Care Network model would be the best option for improving refugee medical assistance/service delivery. Low health service use rates also imply a low demand for health services, which indicates that the refugees' need for third-party coverage stems chiefly from the fear of catastrophic medical expenses rather than from actual use of services as a result of on-going illnesses. Extensive tables and charts are included at the end of the report. (CG)

ED 269 501 UD 024 836

Buchignani, Norman
Educational Strategies to Increase Racial Tolerance.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Racial Attitudes; Racial Bias; Racial Differences; *Racial Relations; *School Role; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Canada

This paper reviews the effectiveness and practicality of various educational approaches for increasing racial tolerance and calls for developing strategies that have been formally evaluated to avoid the waste of time and limited resources. The first section discusses the racial inadequacies of most programs which purport to affect racial tolerance. Most programs are short-term, isolated interventions that do not address changes in general value orientations and social responsibility. Next, short-term intervention strategies and their effects are presented: inter-racial contact; direct, "neutral" teaching about race; reverse role-playing and other dramatic techniques; direct modification of behavior; and behavior modification and classical conditioning. The final section covers efforts to change the overall school milieu, including making concentrated efforts to develop non-racist teaching materials, pressing for greater discussion of human variation, and developing absolute codes for race relations behavior. In the long term, rigorous training of teachers and counselors and development of curriculum materials that portray a multiracial and multicultural Canada are needed. More minority individuals should also be encouraged to become teachers. Four pages of references conclude the paper. (CG)

ED 269 515 UD 024 858

Yao, Esther Lee
Family Environment for Children's Bilingual Development--A Case of Middle-Class Chinese Americans.
PUB DATE- Feb 83
NOTE- 15p.; Paper presented at the Annual International Bilingual/Bicultural Education Conference (12th, Washington, DC., February 15-18, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Bilingualism; Children; *Chinese Americans; Family Environment; *Language Acquisition; Middle Class; *Parent Influence; Social Influences
IDENTIFIERS- Texas (Houston)

This paper reports on a study of the effect of the family environment on a child's bilingual development, specifically the middle-class Chinese American. The sample consisted of 86 parents attending a show celebrating the Chinese New Year in Houston, Texas. They were asked to fill out a questionnaire consisting of 24 items dealing with parent's and children's demographic data, children's early language experience, parent's expectations, and the degree of bilingualism in the home. It was found that the majority of the parents spoke Chinese with their children in the home; more than half taught their children the English alphabet prior to kindergarten; and a majority claimed that their children had no learning or social problems in kindergarten. Furthermore, three-quarters of the parents said that their children's reading ability in school was good. It is concluded that the role of the family environment in children's bilingualism cannot be completely separated from external language influences such as TV, reading materials, and social contacts. Unless these factors can be completely controlled or excluded, the role of the family cannot be determined. Imitation and reinforcement are found to play an important part in English acquisition even though 87% of the sample's first language was Chinese. It is possible, however, that parental education and economic conditions provide a favorable environment for the children's English acquisition. (CG)

ED 269 529 UD 024 882

A Dream Remembered! Martin Luther King Birthday Celebration January 1986. Combined Bibliography.

Anchorage Municipal Libraries, AK.; Anchorage School District, AK.

PUB DATE- 85

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Biographies; *Books; *Films; *Holidays; *Public Libraries; *Videotape Recordings

IDENTIFIERS- Alaska (Anchorage); *King (Martin Luther Jr)

This bibliography of print and non-print materials on Dr. Martin Luther King, Jr., was prepared by the Anchorage, Alaska School District and the Anchorage Municipal Libraries. The resource list is divided into two sections according to its availability from these two organizations. Each resource is listed by call number and, for those available through the school district, a location code number is given. (CG)

ED 269 543 UD 024 901

Seward Park High School Project CABES 1983-1984.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 62p.; Prepared by the Bilingual Education Evaluation Unit.
GRANT- G008302143
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Career Education; Counseling Services; Curriculum Development; Dropout Prevention; High Schools; *Hispanic Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; Urban Schools
IDENTIFIERS- New York City Board of Education

Project CABES (Career Advancement through Bilingual Education) was established in 1983 at Seward Park High School in New York, New York. Its major goal is to serve a population of 250 Hispanic students of limited English proficiency (LEP) interested in pursuing a career advancement sequence rather than a regular academic sequence. Project CABES encompasses five major career areas: health care, import/export, travel industry, bilingual banking, and translating and interpreting. Project CABES supplements the school's instructional program with such Title VII services as paraprofessional assistance in bilingual content-area classes, staff development activities, counseling services for Hispanic LEP students, and administrative personnel. In 1983-84, project personnel developed curriculum in economics and American history, job skills, and typing through English. Furthermore, CABES students participated in cultural activities inside and outside school, and parents were involved through advisory committees, participation in all school cultural events, and on-going visits to the program. Evaluation of Project CABES for 1983-84 showed that students achieved proposed objectives in English as a Second Language, fall mathematics courses, social studies, and career advancement classes in both semesters. Program students exceeded the proposed objective for attendance. Recommendations are offered for improvement of in-service training, meeting special student needs, and collecting student achievement data. (KH)

ED 269 448 TM 860 282

Winters, Lynn

Technical Trouble Spots in the California High School Quality Indicator Program.

Palos Verdes Peninsula Unified School District, CA.

PUB DATE- May 85
NOTE- 16p.; Paper presented at the Los Angeles County School Board Conference on Quality Indicators (Los Angeles, May, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Achievement Gains; *Educational Quality; High Schools; Instructional Improvement; Measurement Techniques; *Research Problems; Research Projects; Research Utilization; *School Effectiveness; Scoring; State Legislation; State Standards; Testing Problems; *Validity
IDENTIFIERS- California High Schools Accountability Program; *California High Schools Performance Reports; *California High Schools Quality Indicator Program

The purpose of the California High School Performance Reports is to provide a means for the public to judge a school's progress towards: (1) implementing the educational reforms outlined in California State Legislature Senate Bill 813; (2) upgrading the quality of its instructional program; and (3) improving student achievement. This paper discusses the technical inadequacy of the reports. The most serious defects of the performance reports are that they do not measure what they purport to measure and the data provide no information for judging school quality. The quality indicators are uninterpretable, can be misleading, and are useless for determining how well schools are meeting the mandates of the reform legislation. Although the reports offer two standards against which the public is supposed to measure school quality (the state targets and comparison band percentile ranks) these standards have no relationship to the stated aims of the High School Accountability Program (HSAP). A review of these two indicators leads to the conclusion that each is an inappropriate measure of schooling. The need for HSAP to publish data related to worthwhile educational goals based upon a consensual definition of school excellence is emphasized. (PN)

ED 269 461 TM 860 315

Cope, Ronald T.
How Well Do the Angoff Design V Linear Equating Methods Stack Up against the Tucker and Levine Methods?
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; Comparative Analysis; *Equated Scores; Higher Education; *Mathematical Models; Occupational Tests; Professional Occupations; Raw Scores; Simulation; *Statistical Bias; Statistical Studies; *Test Theory
IDENTIFIERS- *Angoff Methods; Levine Equating Method; *Linear Equating Method; Tucker Common Item Equating Method

Comparisons were made of three Angoff Design V linear equating methods (two forms equated to a common test, two forms predicted by a common test, or two forms used to predict a common test) and Tucker's and R. Levine's linear methods, under common item linear equating with non-equivalent populations. Forms of a professional certification test administered to over 78,000 applicants were equated under the five different methods, using single-link equating of selected pairs of forms and cyclical equating of selected forms to themselves via equating chains. In addition, the five methods were tried on a set of hypothetical situations involving parallel or congeneric forms and anchor tests. In the single-link equatings, raw score equivalents by the Angoff methods tended to fall between those obtained with the Tucker and Levine methods. The chain equatings produced similar estimated bias and estimated root-mean-squared error of score equivalents for the five different methods. Results of equating in the hypothetical situations appeared consistent with the manner in which they were constructed and with the assumptions underlying the five different equating methods. (GDC)

ED 269 475 TM 860 332

Bunch, Michael B.
Building a User-Oriented Statewide Score Reporting System.
Measurement Inc., Durham, NC.
SPONS. AGENCY- Maryland State Board of Education, Baltimore.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1986).
CONTRACT- MSDE-320472
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Criterion Referenced Tests; Design Requirements; Elementary Secondary Education; National Surveys; *Needs Assessment; Questionnaires; Research Methodology; School Districts; *Scores; *State Programs; State Surveys; Statewide Planning; Statistical Distributions; Testing Programs; *Test Interpretation; Test Manuals; Test Results; Test Use; *User Needs (Information)
IDENTIFIERS- Maryland Functional Mathematics Test; Maryland Functional Reading Test; *Maryland Functional Testing Program; *Maryland State Department of Education

In 1983 the Maryland State Department of Public Education (MSDE) issued a request for proposals for "The Development of the Score Reporting System for the Maryland Functional Testing Program." The MSDE called for a literature review, a national survey, a statewide survey of user needs and capabilities, an assessment of the state's report producing capability, and a final design for reports and a user's manual. Following a literature search, national and statewide surveys of reporting practices and information needs were conducted by Measurement Incorporated. Common and unique needs of district and building administrators, teachers and counselors, and parents and students were found. Using the nationwide search results, the information needs of students, parents, teachers, guidance counselors, principals, and district administrators in Maryland were surveyed. Score report design was based upon these studies emphasizing the accountability function of the tests. Four levels of reporting and seven content areas necessitated 28 separate score reports. Examples of four levels of reports (student, class, school, and local education agency) are presented. Each report is oriented to a specific audience, visual clutter is reduced, and diagnostic information is briefly presented. A user's guide provides thorough background on score interpretation at multiple levels. This score reporting system appears to meet the responsibilities and information needs of all its audiences. (PN)

ED 269 488 UD 024 806

Bach, Robert L.
Labor Force Participation and Employment of Southeast Asian Refugees in the United States.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Aug 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; *Employment Opportunities; Employment Patterns; *Employment Problems; English (Second Language); Ethnic Groups; Immigrants; Labor Market; *Refugees; *Welfare Recipients; Welfare Services; Work Attitudes; Work Environment
IDENTIFIERS- *Southeast Asians

This report reviews existing research on the labor force participation and employment of Southeast Asian refugees, in the context of an apparent paradox between reports of positive labor force participation and high rates of public assistance usage by refugees. Following an introduction, Part II reviews the available evidence on general labor force activities of Southeast Asian refugees as compared with the general U.S. population. Part III focuses on factors which seem most influential in predicting who enters the labor force, including age, sex, foreign education, knowledge of English upon arrival, and timing of arrival in the United States. Parts IV and V consider whether the type of sponsorship which a refugee is assisted influences labor force activity, and analyse refugee ethnic differences and how they affect labor force participation. Section VI examines the methods used by refugees to search for and secure jobs. Section VII describes what kinds of jobs they find and what job conditions are like for them, and also comments on their involvement in the "underground economy." It is concluded that the high rate of welfare participation does not appear to be a result of lack of motivation to work, but rather of the refugees' difficulty in obtaining adequately remunerative work. (CG)

Jonas, Edward D., Jr.; And Others
Evaluation of Project ALERT (Atlantans Learning Employment Responsibilities Together). Summer Youth Employment Program 1985.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- 85
NOTE- 16p.; For a related document, see ED 238 918.
AVAILABLE FROM- Atlanta Public Schools, 210 Public Pryor Street, S.W., Atlanta, GA 30335.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; Career Planning; *Economically Disadvantaged; Education Work Relationship; High Schools; *Job Training; Minority Groups; *Summer Programs; Urban Youth; *Work Experience Programs; *Youth Employment
IDENTIFIERS- *Atlanta Public Schools GA; *Project ALERT

Project ALERT was conducted by the Atlanta Public School system for the third consecutive year during the summer of 1985. An education for employment component of the Summer Youth Employment Program, Project ALERT represents a concentrated effort to address problems that have contributed to the high unemployment rate among economically disadvantaged youth. The primary goal of the project is to increase the future employability potential of the participants by increasing their reading and mathematics competencies, helping them clarify their careers, and providing employment experiences. Participants were assigned to various public and private nonprofit organizations for a total of 16 hours of work experience per week. Additionally, each participant was enrolled in educational activities, which focused on computation, communication, and job finding career skills, for 18 hours per week. In 1985, Project ALERT served 167 students, 157 of whom earned between 7.5 and 22.5 hours of credit by earning a passing grade in from 1 to 3 of their academic subjects. After the program ended, over 60 percent of the participants felt that they possessed those behaviors necessary for employment, and 87 percent attained an improved awareness of career objectives. Because gains were seen in all areas except computation, in the future additional opportunities should be provided for practical application of computation skills. (KH)

ED 269 516 UD 024 859

Oxford-Carpenter, Rebecca; And Others
Demographic Projections to the Year 2000 of Limited English Proficient Hispanic Accessions in the U.S. Army. ARI Research Report 1349 Revised.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

REPORT NO.- ARI-RR-1349
PUB DATE- Apr 84
NOTE- 60p.; Supersedes ED 244 040.
GRANT- DAAG-29-81-0-0100
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; *Demography; *Hispanic Americans; *Limited English Speaking; *Military Personnel; *Population Trends; Sex Differences
IDENTIFIERS- *Army; *Demographic Projections

This report presents background, methodology, findings, and implications regarding the generation of demographic projections to the year 2000 of limited-English-proficient (LEP) Hispanic accessions in the U.S. Army who are eligible for English-as-a-Second-Language (ESL) instruction. Results show that the U.S. Hispanic population is projected to grow substantially between 1980 and the end of the century. The growth rate for Hispanics in the accession age range of 17.35 is projected to be over three times the rate for Blacks. In 1961, Hispanic accession rates were higher for males than females and were highest of all for insular Puerto Ricans. These accession rates were patterned differently from projections, with non-Puerto Rican Hispanics projected to have higher accession rates than Puerto Ricans in the period 1980-2000. ESL eligibility rates in 1981 were found to be much higher for Hispanic males than females and Puerto Ricans had higher ESL eligibility rates than other Hispanics, consistent with projections. The proportion of Hispanic accessions eligible for ESL instruction was not projected to change dramatically between 1980 and the end of the century. Results point to the need for continued, high quality English instruction, suitable selection and classification procedures, awareness of cultural differences, and improved data collection methods. (Author/CG)

ED 269 530 UD 024 883

Smith, James P.; Welch, Finis R.
Closing the Gap: Forty Years of Economic Progress for Blacks.

Rand Corp., Santa Monica, Calif.; Unicon Research Corp., Santa Monica, CA.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-8330-0707-6; Rand-R-3330-DOL
PUB DATE- Feb 86
NOTE- 163p.
CONTRACT- J-9-M-2-0126
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Affirmative Action; Black Education; *Black Employment; Black Family; *Blacks; Economic Opportunities; *Economic Progress; *Educational Benefits; Equal Opportunities (Jobs); Geographic Location; Government Role; Labor Force Nonparticipants; Males; *Racial Differences; Relocation; Role of Education; *Salary Wage Differentials; Unemployment; United States History

This report presents the findings on the long-term economic progress of American blacks. The report consists of seven sections. The first is a general introduction. Section 2 describes major changes in the racial wage gap for males from 1940 to 1980 and identifies the distribution of wage gains among important subgroups in the black population. Section 3 describes differential racial trends in schooling and the income benefits associated with education. Section 4 deals with the influence of two dimensions of geographic location: black migration to the North and the increasing urbanization of the black population. The extent to which education and place of residence "explain" trends in black-white wage ratios are summarized in Section 5. Section 6 discusses the implications of three historical developments in recent black economic history: the invention of the mechanical cotton picker, the declining workforce participation rates of low-income blacks during the 1970s, and affirmative action. The final section speculates about likely future trends in the racial wage gap. The 40-year record clearly points to a large improvement in the relative economic status of black men. Although black poverty persists, a large black middle class has emerged. The largest wage improvements were found among younger blacks and college-educated blacks. Education has helped significantly to close the income gap, particularly through the narrowing of education disparities between the races and the improved economic return to black schooling. (KH)

ED 269 544 UD 024 902

McClure, Phyllis; Califa, Antonio
Justice Denied: The Loss of Civil Rights after the Grove City College Decision.
American Civil Liberties Union, Washington, DC.; NAACP Legal Defense and Educational Fund, Inc., New York, NY.
PUB DATE- Mar 86
NOTE- 9p.
AVAILABLE FROM- NAACP Legal Defense and Educational Fund, Inc., 806 15th Street, N.W., Washington, DC 20005 ($1.00).
LANGUAGE- English
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IDENTIFIERS- *Grove City College v Bell

The impact of the Supreme Court's 1984 Grove City College v. Bell decision on the interpretation of civil rights laws is discussed in this report. The Grove decision, it is argued, has made it possible for institutions to discriminate in programs which do not receive direct Federal aid. As a result, civil rights and affirmative action laws have become very difficult to enforce. First, the report outlines the following effects of the decision: (1) Federal audits or compliance reviews of institutions receiving tax dollars have been reduced or sharply limited; (2) civil rights agencies now investigate discrimination complaints only when Federal money is tied directly to the specific program or department of the institution in which the alleged discrimination took place; (3) compliance plans to end discrimination which were already in place before the Supreme Court ruling are now being revoked; (4) administration law judges are dismissing cases in which institutions refuse to voluntarily observe compliance plans to remedy violations that had been found before the Grove decision; and (5) Federal judges are throwing out private law suits where no Federal money is found in the program or activity where discrimination has been alleged. Next, the paper highlights court cases that involve four major civil rights laws that have been affected by the Grove decision. These laws are: Section 504 of the Rehabilitation Act of 1973 (affecting the disabled); Title VI of the Civil Rights Act of 1964 (concerning racial discrimination); the Age Discrimination Act of 1975; and Title IX of the Education Amendments of 1972. (KH)

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Frick, Theodore W.

An Investigation of the Validity of the Sequential Probability Ratio Test for Mastery Decisions in Criterion-Referenced Testing.

PUB DATE- 16 Apr 86

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IDENTIFIERS- *Adaptive Mastery Testing; Neyman Pearson Hypothesis Testing; *Sequential Probability Ratio Test (Wald)

The sequential probability ratio test (SPRT), developed by Abraham Wald, is one statistical model available for making mastery decisions during computer-based criterion referenced tests. The predictive validity of the SPRT was empirically investigated with two different and relatively large item pools with heterogeneous item parameters. Graduate students in a course on computer assisted instruction were administered tests on the Dimension Authoring Language and the COM Test, which measured knowledge of how computers functionally work. It was contended that, if the SPRT were used conservatively, it would remain robust as a decision model. Overall agreement coefficients ranged from .84 to .98, depending on the method of determining mastery status on the total test. The Neyman-Pearson classical approach to hypothesis testing was also included. The expected agreement was .95. An average of about 20 test items were required to reach SPRT mastery decisions, reducing testing time by 75 to 80 percent. (GDC)

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